

**SERIAL 08007 RFP YOUTH PROGRAMS, WORKFORCE INVESTMENT ACT OF 1998
CONTRACT – Arizona Call-A-Teen Youth Resources**

DATE OF LAST REVISION: April 28, 2011

CONTRACT END DATE: June 30, 2013

CONTRACT PERIOD THROUGH JUNE 30, ~~2009~~ 2013

TO: All Departments

FROM: Department of Materials Management

SUBJECT: Contract for **YOUTH PROGRAMS, WORKFORCE INVESTMENT ACT OF 1998**

Attached to this letter is published an effective purchasing contract for products and/or services to be supplied to Maricopa County activities as awarded by Maricopa County on **June 04, 2008 (Eff. 07/01/08)**.

All purchases of products and/or services listed on the attached pages of this letter are to be obtained from the vendor holding the contract. Individuals are responsible to the vendor for purchases made outside of contracts. The contract period is indicated above.

Wes Baysinger, Director
Materials Management

JM/mdm
Attach

Copy to: Materials Management
Trish Georgeff, Human Services



CONTRACT PURSUANT TO RFP

SERIAL08007-RFP

This Contract is entered into this 4th day of June, 2008 by and between Maricopa County ("County"), a political subdivision of the State of Arizona, and Arizona Call A Teen Youth Resources, an Arizona corporation ("Contractor") for the Workforce Investment Act of 1998 (WIA) services.

1.0 TERM

- 1.1 This Contract is for a term of One (1) year, beginning on the 1st day of July, 2008 and ending the 30th day of June, 2009 2013.
- 1.2 The County may, at its option and with the agreement of the Contractor, extend the period of this Contract for additional terms up to a maximum of Four (4) years, (or at the County's sole discretion, extend the contract on a month to month basis for a maximum of six (6) months after expiration). The County shall notify the Contractor in writing of its intent to extend the Contract period at least thirty (30) calendar days prior to the expiration of the original contract period, or any additional term thereafter.

2.0 PAYMENT

- 2.1 As consideration for performance of the duties described herein, County shall pay Contractor the sum(s) stated in Exhibit "~~A~~", ~~A-1~~, **A-2, A-3, A-4 and B-2** not to exceed the price per participant.
- ~~2.2 MCHSD will review the contractor's performance measures on a quarterly basis to determine the amount of hold back funds contractors may receive. Each performance measure will be assigned a dollar value based on the 10% hold back amount. The contractor will receive 50% for each performance measure that is met. The contractor will receive 100% for each performance measure that is exceeded.~~
- 2.3 Payment shall be made upon the County's receipt of a properly completed invoice. Invoices shall contain the following information:
- 2.4 INVOICES AND PAYMENTS:
 - 2.4.1 **The Contractor shall submit two (2) legible copies of their detailed invoice before payment(s) can be made. At a minimum, the invoice must provide the following information:**
 - 2.4.1.1 Company name, address and contact
 - 2.4.1.2 County bill-to name and contact information
 - 2.4.1.3 Contract Serial Number
 - 2.4.1.4 Invoice number and date
 - 2.4.1.5 Payment terms
 - 2.4.1.6 Date of service
 - 2.4.1.7 Monthly costs (cost reimbursement)
 - 2.4.1.8 Description of Purchase (services)
 - 2.4.1.9 Pricing per unit of service
 - 2.4.1.10 Extended price
 - 2.4.1.11 Total Amount Due

Problems regarding billing or invoicing shall be directed to the using agency as listed on the Purchase Order.

- 2.4.2 Payment will be made to the Contractor by Accounts Payable through the Maricopa County Vendor Express Payment Program. This is an Electronic Funds Transfer (EFT) process. After Award the Contractor shall fill out an EFT Enrollment form (to be provided by the Procurement Officer) or as located on the County Department of Finance Website as a fillable PDF document (www.maricopa.gov/finance/).
- 2.4.3 EFT payments to the routing and account numbers designated by the Contractor will include the details on the specific invoices that the payment covers. The Contractor is required to discuss remittance delivery capabilities with their designated financial institution for access to those details.

3.0 DUTIES

- 3.1 The Contractor shall perform all duties and services stated in Exhibit "B", ~~and B-2, B-3~~. The definitions used in the Scope of Work are in located Exhibit B-1.
- 3.2 The Contractor shall perform services at the location(s) and time(s) stated in Exhibit "B," or as otherwise directed in writing.

4.0 TERMS & CONDITIONS

4.1 INDEMNIFICATION:

To the fullest extent permitted by law, Contractor shall defend, indemnify, and hold harmless County, its agents, representatives, officers, directors, officials, and employees from and against all claims, damages, losses and expenses, including, but not limited to, attorney fees, court costs, expert witness fees, and the cost of appellate proceedings, relating to, arising out of, or alleged to have resulted from the negligent acts, errors, omissions or mistakes relating to the performance of this Contract. Contractor's duty to defend, indemnify and hold harmless County, its agents, representatives, officers, directors, officials, and employees shall arise in connection with any claim, damage, loss or expense that is attributable to bodily injury, sickness, disease, death, or injury to, impairment, or destruction of property, including loss of use resulting there from, caused by any negligent acts, errors, omissions or mistakes in the performance of this Contract including any person for whose acts, errors, omissions or mistakes Contractor may be legally liable.

The amount and type of insurance coverage requirements set forth herein will in no way be construed as limiting the scope of the indemnity in this paragraph.

The scope of this indemnification does not extend to the sole negligence of County.

4.2 INSURANCE REQUIREMENTS:

Contractor, at Contractor's own expense, shall purchase and maintain the herein stipulated minimum insurance from a company or companies duly licensed by the State of Arizona and possessing a current A.M. Best, Inc. rating of B++6. In lieu of State of Arizona licensing, the stipulated insurance may be purchased from a company or companies, which are authorized to do business in the State of Arizona, provided that said insurance companies meet the approval of County. The form of any insurance policies and forms must be acceptable to County.

All insurance required herein shall be maintained in full force and effect until all work or service required to be performed under the terms of the Contract is satisfactorily completed and formally accepted. Failure to do so may, at the sole discretion of County, constitute a material breach of this Contract.

Contractor's insurance shall be primary insurance as respects County, and any insurance or self-insurance maintained by County shall not contribute to it.

Any failure to comply with the claim reporting provisions of the insurance policies or any breach of an insurance policy warranty shall not affect the County's right to coverage afforded under the insurance policies.

The insurance policies may provide coverage that contains deductibles or self-insured retentions. Such deductible and/or self-insured retentions shall not be applicable with respect to the coverage provided to County under such policies. Contractor shall be solely responsible for the deductible and/or self-insured retention and County, at its option, may require Contractor to secure payment of such deductibles or self-insured retentions by a surety bond or an irrevocable and unconditional letter of credit.

County reserves the right to request and to receive, within 10 working days, certified copies of any or all of the herein required insurance policies and/or endorsements. County shall not be obligated, however, to review such policies and/or endorsements or to advise Contractor of any deficiencies in such policies and endorsements, and such receipt shall not relieve Contractor from, or be deemed a waiver of County's right to insist on strict fulfillment of Contractor's obligations under this Contract.

The insurance policies required by this Contract, except Workers' Compensation, and Errors and Omissions, shall name County, its agents, representatives, officers, directors, officials and employees as Additional Insureds.

The policies required hereunder, except Workers' Compensation, and Errors and Omissions, shall contain a waiver of transfer of rights of recovery (subrogation) against County, its agents, representatives, officers, directors, officials and employees for any claims arising out of Contractor's work or service.

Contractor is required to procure and maintain the following coverages indicated by a checkmark:

4.2.1 Commercial General Liability.

Commercial General Liability insurance and, if necessary, Commercial Umbrella insurance with a limit of not less than \$1,000,000 for each occurrence, \$2,000,000 Products/Completed Operations Aggregate, and \$2,000,000 General Aggregate Limit. The policy shall include coverage for bodily injury, broad form property damage, personal injury, products and completed operations and blanket contractual coverage, and shall not contain any provision which would serve to limit third party action over claims. There shall be no endorsement or modification of the CGL limiting the scope of coverage for liability arising from explosion, collapse, or underground property damage.

4.2.2 Automobile Liability.

Commercial/Business Automobile Liability insurance and, if necessary, Commercial Umbrella insurance with a combined single limit for bodily injury and property damage of not less than \$1,000,000 each occurrence with respect to any of the Contractor's owned, hired, and non-owned vehicles assigned to or used in performance of the Contractor's work or services under this Contract.

4.2.3 Workers' Compensation.

Workers' Compensation insurance to cover obligations imposed by federal and state statutes having jurisdiction of Contractor's employees engaged in the performance of the work or services under this Contract; and Employer's Liability insurance of not less than \$100,000 for each accident, \$100,000 disease for each employee, and \$500,000 disease policy limit.

Contractor waives all rights against County and its agents, officers, directors and employees for recovery of damages to the extent these damages are covered by the Workers' Compensation and Employer's Liability or commercial umbrella liability insurance obtained by Contractor pursuant to this Contract.

4.2.3.1 Prior to commencing work or services under this Contract, Contractor shall have insurance in effect as required by the Contract in the form provided by the County, issued by Contractor's insurer(s), as evidence that policies providing the required coverage, conditions and limits required by this Contract are in full force and effect. Such certificates shall be made available to the County upon 48 hours notice. **BY SIGNING THE AGREEMENT PAGE THE CONTRACTOR AGREES TO THIS REQUIREMENT AND UNDERSTANDS THAT FAILURE TO MEET THIS REQUIREMENT WILL RESULT IN CANCELLATION OF THIS CONTRACT.**

In the event any insurance policy (ies) required by this Contract is (are) written on a "claims made" basis, coverage shall extend for two (2) years past completion and acceptance of Contractor's work or services and as evidenced by annual Certificates of Insurance.

If a policy does expire during the life of the Contract, a renewal certificate must be sent to County fifteen (15) days prior to the expiration date.

4.2.3.2 Cancellation and Expiration Notice.

Insurance required herein shall not be permitted to expire, be canceled, or materially changed without thirty (30) days prior written notice to the County.

4.3 NOTICES:

All notices given pursuant to the terms of this Contract shall be addressed to:

For County:

Maricopa County
Department of Materials Management
Attn: Director of Purchasing
320 West Lincoln Street
Phoenix, Arizona

For Contractor:

Arizona Call A Teen Youth Resources, Inc.
Attn: Pam Smith, Executive Director
649 N. 6th Avenue
Phoenix, Arizona 85003

4.4 BUDGET ADJUSTMENTS:

Any requests for reasonable budget adjustments must be submitted sixty (60) days prior to the Contract expiration. Requests for adjustment in cost of labor and/or materials must be supported by appropriate documentation. If County agrees to the adjusted price terms, County shall issue written approval of the change. The reasonableness of the request will be determined by comparing the request with the (Consumer Price Index) or by performing a market survey.

4.5 TERMINATION FOR CONVENIENCE:

The County reserves the right to terminate the Contract, in whole or in part at any time, when in the best interests of the County without penalty or recourse. Upon receipt of the written notice, the Contractor shall immediately stop all work, as directed in the notice, notify all subcontractors

of the effective date of the termination and minimize all further costs to the County. In the event of termination under this paragraph, all documents, data and reports prepared by the Contractor under the Contract shall become the property of and be delivered to the County upon demand. The Contractor shall be entitled to receive just and equitable compensation for work in progress, work completed and materials accepted before the effective date of the termination.

4.6 TERMINATION FOR DEFAULT:

4.6.1 In addition to the rights reserved in the Contract, the County may terminate the Contract in whole or in part due to the failure of the Contractor to comply with any term or condition of the Contract, to acquire and maintain all required insurance policies, bonds, licenses and permits, or to make satisfactory progress in performing the Contract. The Procurement Officer shall provide written notice of the termination and the reasons for it to the Contractor.

4.6.2 Upon termination under this paragraph, all goods, materials, documents, data and reports prepared by the Contractor under the Contract shall become the property of and be delivered to the County on demand.

4.6.3 The County may, upon termination of this Contract, procure, on terms and in the manner that it deems appropriate, materials or services to replace those under this Contract. The Contractor shall be liable to the County for any excess costs incurred by the County in procuring materials or services in substitution for those due from the Contractor.

4.6.4 The Contractor shall continue to perform, in accordance with the requirements of the Contract, up to the date of termination, as directed in the termination notice.

4.7 STATUTORY RIGHT OF CANCELLATION FOR CONFLICT OF INTEREST:

Notice is given that pursuant to A.R.S. §38-511 the County may cancel this Contract without penalty or further obligation within three years after execution of the contract, if any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the County is at any time while the Contract or any extension of the Contract is in effect, an employee or agent of any other party to the Contract in any capacity or consultant to any other party of the Contract with respect to the subject matter of the Contract. Additionally, pursuant to A.R.S §38-511 the County may recoup any fee or commission paid or due to any person significantly involved in initiating, negotiating, securing, drafting or creating the contract on behalf of the County from any other party to the contract arising as the result of the Contract.

4.8 OFFSET FOR DAMAGES;

In addition to all other remedies at law or equity, the County may offset from any money due to the Contractor any amounts Contractor owes to the County for damages resulting from breach or deficiencies in performance under this contract.

4.9 ADDITIONS/DELETIONS OF SERVICE:

The County reserves the right to add and/or delete products and/or services provided under this Contract. If a requirement is deleted, payment to the Contractor will be reduced proportionately to the amount of service reduced in accordance with the proposal price. If additional services and/or products are required from this Contract, prices for such additions will be negotiated between the Contractor and the County.

4.10 SUBCONTRACTING:

The Contractor may not assign this Contract or subcontract to another party for performance of the terms and conditions hereof without the written consent of the County, which shall not be unreasonably withheld. All correspondence authorizing subcontracting must reference the Proposal Serial Number and identify the job project.

4.11 AMENDMENTS:

All amendments to this Contract shall be in writing and approved/signed by both parties. Maricopa County Materials Management shall be responsible for approving all amendments for Maricopa County.

4.12 RETENTION OF RECORDS:

The Contractor agrees to retain all financial books, records, and other documents relevant to this Contract for five (5) years after final payment or until after the resolution of any audit questions which could be more than five (5) years, whichever is longer. The County, Federal or State auditors and any other persons duly authorized by the Department shall have full access to, and the right to examine, copy and make use of, any and all said materials.

If the Contractor's books, records and other documents relevant to this Contract are not sufficient to support and document that requested services were provided, the Contractor shall reimburse Maricopa County for the services not so adequately supported and documented.

4.13 AUDIT DISALLOWANCES:

If at any time, County determines that a cost for which payment has been made is a disallowed cost, such as overpayment, County shall notify the Contractor in writing of the disallowance. County shall also state the means of correction, which may be but shall not be limited to adjustment of any future claim submitted by the Contractor by the amount of the disallowance, or to require repayment of the disallowed amount by the Contractor.

4.14 ALTERNATIVE DISPUTE RESOLUTION:

4.14.1 After the exhaustion of the administrative remedies provided in the Maricopa County Procurement Code, any contract dispute in this matter is subject to compulsory arbitration. Provided the parties participate in the arbitration in good faith, such arbitration is not binding and the parties are entitled to pursue the matter in state or federal court sitting in Maricopa County for a de novo determination on the law and facts. If the parties cannot agree on an arbitrator, each party will designate an arbitrator and those two arbitrators will agree on a third arbitrator. The three arbitrators will then serve as a panel to consider the arbitration. The parties will be equally responsible for the compensation for the arbitrator(s). The hearing, evidence, and procedure will be in accordance with Rule 74 of the Arizona Rules of Civil Procedure. Within ten (10) days of the completion of the hearing the arbitrator(s) shall:

4.14.1.1 Render a decision;

4.14.1.2 Notify the parties that the exhibits are available for retrieval; and

4.14.1.3 Notify the parties of the decision in writing (a letter to the parties or their counsel shall suffice).

4.14.2 Within ten (10) days of the notice of decision, either party may submit to the arbitrator(s) a proposed form of award or other final disposition, including any form of award for attorneys' fees and costs. Within five (5) days of receipt of the foregoing, the opposing party may file objections. Within ten (10) days of receipt of any objections, the arbitrator(s) shall pass upon the objections and prepare a signed award or other final disposition and mail copies to all parties or their counsel.

4.14.3 Any party which has appeared and participated in good faith in the arbitration proceedings may appeal from the award or other final disposition by filing an action in the state or federal court sitting in Maricopa County within twenty (20) days after date of the award or other final disposition. Unless such action is dismissed for failure to

prosecute, such action will make the award or other final disposition of the arbitrator(s) a nullity.

4.15 SEVERABILITY:

The invalidity, in whole or in part, of any provision of this Contract shall not void or affect the validity of any other provision of this Contract.

4.16 RIGHTS IN DATA:

The County shall own have the use of all data and reports resulting from this Contract without additional cost or other restriction except as provided by law. Each party shall supply to the other party, upon request, any available information that is relevant to this Contract and to the performance hereunder.

4.17 INTEGRATION:

This Contract represents the entire and integrated agreement between the parties and supersedes all prior negotiations, proposals, communications, understandings, representations, or agreements, whether oral or written, express or implied.

4.18 GOVERNING LAW:

This Contract shall be governed by the laws of the state of Arizona. Venue for any actions or lawsuits involving this Contract will be in Maricopa County Superior Court or in the United States District Court for the District of Arizona, sitting in Phoenix, Arizona

4.19 VERIFICATION REGARDING COMPLIANCE WITH ARIZONA REVISED STATUTES §41-4401 AND FEDERAL IMMIGRATION LAWS AND REGULATIONS:

4.5.1 By entering into the Contract, the Contractor warrants compliance with the Immigration and Nationality Act (INA using e-verify) and all other federal immigration laws and regulations related to the immigration status of its employees. The contractor shall obtain statements from its subcontractors certifying compliance and shall furnish the statements to the Procurement Officer upon request. These warranties shall remain in effect through the term of the Contract. The Contractor and its subcontractors shall also maintain Employment Eligibility Verification forms (I-9) as required by the Immigration Reform and Control Act of 1986, as amended from time to time, for all employees performing work under the Contract and verify employee compliance using the E-verify system. I-9 forms are available for download at USCIS.GOV.

4.5.2 The County may request verification of compliance for any contractor or subcontractor performing work under the Contract. Should the County suspect or find that the Contractor or any of its subcontractors are not in compliance, the County may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Contract for default, and suspension and/or department of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.

4.20 VERIFICATION REGARDING COMPLIANCE WITH ARIZONA REVISED STATUTES §§35-391.06 AND 35-393.06 BUSINESS RELATIONS WITH SUDAN AND IRAN:

4.20.1 By entering into the Contract, the Contractor certifies it does not have scrutinized business operations in Sudan or Iran. The contractor shall obtain statements from its subcontractors certifying compliance and shall furnish the statements to the Procurement Officer upon request. These warranties shall remain in effect through the term of the Contract.

- 4.20.2 **The County may request verification of compliance for any contractor or subcontractor performing work under the Contract. Should the County suspect or find that the Contractor or any of its subcontractors are not in compliance, the County may pursue any and all remedies allowed by law, including, but not limited to: suspension of work, termination of the Contract for default, and suspension and/or department of the Contractor. All costs necessary to verify compliance are the responsibility of the Contractor.**

4.21 CONTRACTOR LICENSE REQUIREMENT:

- 4.21.1 **The Respondent shall procure all permits, insurance, licenses and pay the charges and fees necessary and incidental to the lawful conduct of his/her business, and as necessary complete any required certification requirements, required by any and all governmental or non-governmental entities as mandated to maintain compliance with and in good standing for all permits and/or licenses. The Respondent shall keep fully informed of existing and future trade or industry requirements, Federal, State and Local laws, ordinances, and regulations which in any manner affect the fulfillment of a Contract and shall comply with the same. Contractor shall immediately notify both Materials Management and the using agency of any and all changes concerning permits, insurance or licenses.**
- 4.21.2 **Respondents furnishing finished products, materials or articles of merchandise that will require installation or attachment as part of the Contract, shall possess any licenses required. A Respondent is not relieved of its obligation to possess the required licenses by subcontracting of the labor portion of the Contract. Respondents are advised to contact the Arizona Registrar of Contractors, Chief of Licensing, at (602) 542-1502 to ascertain licensing requirements for a particular contract. Respondents shall identify which license(s), if any, the Registrar of Contractors requires for performance of the Contract.**

IN WITNESS WHEREOF, this Contract is executed on the date set forth above.

CONTRACTOR

Pamela Smith

AUTHORIZED SIGNATURE

Pamela L. Smith, Executive Director
PRINTED NAME AND TITLE

649 N. 6th Ave. Phoenix AZ 85003
ADDRESS

5/27/08
DATE

MARICOPA COUNTY

BY: *Robert Rumbert*

CHAIRMAN, BOARD OF SUPERVISORS

JUN 04 2008

DATE

ATTESTED:

Jim McCaus
CLERK OF THE BOARD

JUN 04 2008

DATE

APPROVED AS TO FORM:

As Smith
DEPUTY MARICOPA COUNTY ATTORNEY

6/4/8
DATE

**EXHIBIT A
PRICING**

SERIAL 08007-RFP

PRICING SHEET: NIGP CODE 91867

BIDDER NAME:	<u>Arizona Call-A-Teen Youth Resources, Inc</u>
VENDOR # :	<u>W000012137</u>
BIDDER ADDRESS:	<u>649 N 6th Ave Phoenix, AZ 85003</u>
P.O. ADDRESS:	<u></u>
BIDDER PHONE #:	<u>602-252-6721</u>
BIDDER FAX #:	<u>602-252-2952</u>
COMPANY WEB SITE:	<u>www.azcallateen.k12.az.us</u>
COMPANY CONTACT (REP):	<u>Pamela L Smith</u>
E-MAIL ADDRESS (REP):	<u>pams@azcallateen.k12.az.us</u>

WILLING TO ACCEPT FUTURE SOLICITATIONS VIA EMAIL: X YES NO

OTHER GOV'T. AGENCIES MAY USE THIS CONTRACT: X YES NO

PAYMENT TERMS:

NET 20 X

1.0 BUDGET

ANNUAL BUDGET FROM BUDGET DETAIL SHEET	\$500,000.00	PER YEAR
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1.1

ONE YEAR TRACKING FOR YOUTH EXITING PROGRAM	\$500	YEAR
(PAYABLE QUARTERLY)		PER YOUTH

SERIAL 08007-RFP

Maricopa County West Valley In School, West Valley Out of School

		Total Requested	In/School	in/In Kind	Out/School	Out/In Kind	Total
Personnel							
Salaries (1)	-	-	-	-	-	-	-
-	.305 Executive Director	\$ 12,491.00	\$ 4,996.40	\$5,079.60	\$ 7,494.60	\$ 7,619.40	\$ 25,190.00
-	.305 Business Manager	\$ 7,653.36	\$ 3,061.34	\$2,992.60	\$ 4,592.02	\$ 4,488.90	\$ 15,134.86
-	.305 Controller	\$ 3,959.50	\$ 1,583.80	\$1,610.20	\$ 2,375.70	\$ 2,415.30	\$ 7,985.00
-	.28 Executive Assistant	\$ 5,611.42	\$ 2,244.57	\$2,179.40	\$ 3,366.85	\$ 3,269.10	\$ 11,059.92
-	.29 Office Manager	\$ 4,519.42	\$ 1,807.77	\$1,836.80	\$ 2,711.65	\$ 2,755.20	\$ 9,111.42
-	.33 Resource Manager	\$ 5,978.54	\$ 2,391.42	-	\$ 3,587.12	\$ —	\$ 5,978.54
-	.20 Technology Coordinator	\$ 9,218.56	\$ 3,687.42	-	\$ 5,531.14	\$ —	\$ 9,218.56
-	.49 WIA Program Manager	\$ 22,056.98	\$ 8,822.79	-	\$ 13,234.19	\$ —	\$ 22,056.98
-	.49 WIA Assistant Program Manager	\$ 19,392.93	\$ 7,757.17	-	\$ 11,635.76	\$ —	\$ 19,392.93
-	1.0 (1) MaCo Lead Career Advisor	\$ 36,417.00	\$14,566.80	-	\$ 21,850.20	\$ —	\$ 36,417.00
-	.39 Business Services	\$ 9,623.16	\$ 3,849.26	\$ 3,849.20	\$ 5,773.90	\$5,773.80	\$ 19,246.16
-	.39 Grants Manager	\$ 7,600.00	\$ 3,040.00	\$ 3,040.00	\$ 4,560.00	\$4,560.00	\$ 15,200.00
-	1.0 (5) Career Advisors	\$120,193.00	\$48,077.20	-	\$ 72,115.80	\$ —	\$120,193.00
-	1.0 (1) MIS Specialist	\$ 25,480.00	\$10,192.00	-	\$ 15,288.00	\$ —	\$ 25,480.00
-	1.0 (2) Program Support Staff	\$ 46,633.00	\$18,653.20	-	\$ 27,979.80	\$ —	\$ 46,633.00
-	-	\$336,827.87	\$134,731.15	\$20,587.80	\$202,096.72	\$30,881.70	\$388,297.37
Fringe Benefits (2)	-	-	-	-	-	-	-
-	Fringes include: Taxes, Health, Dental, Life Insurance and Retirement @22%	\$74,102.13	\$29,640.85	\$4,529.31	\$ 44,461.28	\$6,793.97	\$85,425.41
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	\$74,102.13	\$29,640.85	\$4,529.31	\$44,461.28	\$6,793.97	\$85,425.41
Contract Services (3)	-	-	-	-	-	-	-
-	Audit % of grants	\$5,527.00	\$2,210.80	-	\$ 3,316.20	—	\$5,527.00
-	Payroll Services \$250/26 pays	\$6,500.00	\$2,600.00	-	\$ 3,900.00	\$ —	\$6,500.00
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	\$ 12,027.00	\$ 4,810.80	\$ —	\$ 7,216.20	\$ —	\$ 12,027.00
Non Personnel							
Space Costs	-	-	-	-	-	-	-
-	Includes:	-	-	-	-	-	\$ —
-	Space Depreciation per schedule	\$ 2,515.00	\$ 1,006.00	\$ 1,006.00	\$ 1,509.00	\$ 1,509.00	\$ 5,030.00
-	Utilities est \$500 mo.	\$ 6,000.00	\$ 2,400.00	-	\$ 3,600.00	\$ —	\$ 6,000.00
-	Custodial est \$346 mo	\$ 4,152.00	\$ 1,660.80	-	\$ 2,491.20	\$ —	\$ 4,152.00
-	Repairs and Maintenance \$534 mo	\$ 3,204.00	\$ 1,281.60	\$ 1,281.60	\$ 1,922.40	\$ 1,922.40	\$ 6,408.00
-	-	\$ 15,871.00	\$ 6,348.40	\$ 2,287.60	\$ 9,522.60	\$ 3,431.40	\$ 21,590.00
Equipment	-	-	-	-	-	-	-
-	Equipment Depreciation per schedule	\$ 5,317.00	\$ 2,126.80	\$ 2,126.80	\$ 3,190.20	\$ 3,190.20	\$ 10,634.00
-	Equipment Rental \$580 mo	\$ 3,474.00	\$ 1,389.60	\$ 1,389.60	\$ 2,084.40	\$ 2,084.40	\$ 6,948.00
-	-	-	-	-	-	-	\$ —
-	-	\$8,791.00	\$3,516.40	\$3,516.40	\$5,274.60	\$5,274.60	\$17,582.00

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Supplies	-	-	-	-	-	-	-
-	Office Supplies/ Direct Staff	\$2,500.00	\$1,000.00	\$1,000.00	\$1,500.00	\$1,500.00	\$5,000.00
-	Admin 10%	\$——	\$——	200.00	\$——	\$300.00	\$500.00
-	-	-	-	-	-	-	\$——
-	-	-	-	-	-	-	\$——
-	-\$	\$2,500.00	\$1,000.00	\$1,200.00	\$1,500.00	\$1,800.00	\$5,500.00
Travel & Training	-	-	-	-	-	-	-
-	21,000 miles @ .505	\$10,605.00	\$4,242.00	-	\$6,363.00	\$——	\$10,605.00
-	Training and Professional Devp	\$——	\$——	\$2,000.00	\$——	\$3,000.00	\$5,000.00
-	-	-	-	-	-	-	\$——
-	-	-	-	-	-	-	\$——
-	-	\$10,605.00	\$4,242.00	\$2,000.00	\$6,363.00	\$3,000.00	\$15,605.00
Other Costs	-	-	-	-	-	-	-
-	Communications	\$5,500.00	\$2,200.00	\$838.00	\$3,300.00	\$1,257.00	\$7,595.00
-	Fingerprinting (3 Staff)	\$100.00	\$40.00	-	\$60.00	\$——	\$100.00
-	Insurance	\$660.00	\$264.00	-	\$396.00	\$——	\$660.00
-	Marketing	\$——	\$——	\$1,000.00	\$——	\$2,000.00	\$3,000.00
-	Other (water, dues, fees)	\$1,200.00	\$480.00	-	\$720.00	\$——	\$1,200.00
-	-\$——	\$7,460.00	\$2,984.00	\$1,838.00	\$4,476.00	\$3,257.00	\$12,555.00
Youth Costs	-	-	-	-	-	-	-
-	Educational Sve	\$——	\$——	\$65,440.00	\$——	\$48,845.00	\$114,285.00
-	Supportive Services	\$5,000.00	\$2,000.00	\$7,834.00	\$2,000.00	\$9,981.00	\$21,815.00
-	Incentives	\$8,600.00	\$5,400.00	-	\$3,200.00	\$——	\$8,600.00
-	Summer Work Exp 10 Part @ 120 Hours	\$9,108.00	\$5,464.80	-	\$3,643.20	\$——	\$9,108.00
-	Work Experience 10 Part @ 120 Hours	\$9,108.00	\$5,464.80	\$16,200.00	\$3,643.20	\$25,500.00	\$50,808.00
-	-	\$31,816.00	\$18,329.60	\$89,474.00	\$12,486.40	\$84,326.00	\$204,616.00
-							
-	-	\$500,000.00	\$205,603.20	\$125,433.11	\$293,396.80	\$138,764.67	\$763,197.78

EXHIBIT A-1

MARICOPA COUNTY - HUMAN SERVICES DEPARTMENT
Workforce Connection Division, WIA Title I Program-COMBINED YOUTH BUDGET (IN-SCHOOL & OUT-OF-SCHOOL)
Contractor Operating Budget - Contract #c-22-07-073-1-03 Amendment #1
For Period From 07/01/08 to 06/30/09

Contractor Name **Arizona Call-A-Teen Youth Resources, Inc.**

Costs by line item	Current Contract	(1) Amended Total Youth Out-of-School	(2) Amended Total Youth In-School	(1+2=3) Total WIA Total Amend #1
PERSONNEL	\$ 336,828	\$ 216,737	\$ 144,491.15	\$ 361,228
FRINGE BENEFITS (21 %) (Usually a % of Personnel Costs)	\$ 74,102	\$ 47,359	\$ 31,573	\$ 78,932
PROFESSIONAL & OUTSIDE SERVICES	\$ 12,027	\$ 7,216	\$ 4,811	\$ 12,027
SPACE	\$ 17,434	\$ 10,460	\$ 6,974	\$ 17,434
PROPERTY COSTING > \$250 - Must provide a cumulative list by August 1 of each year		\$ -	\$ -	\$ -
EQUIPMENT - ALL OTHER	\$ 7,228	\$ 4,337	\$ 2,891	\$ 7,228
MATERIALS/SUPPLIES	\$ 2,500	\$ 1,500	\$ 1,000	\$ 2,500
TRAVEL	\$ 10,605	\$ 6,825	\$ 4,550	\$ 11,375
OPERATIONS	\$ 7,460	\$ 4,476	\$ 2,984	\$ 7,460
NEEDS RELATED PAYMENTS		\$ -	\$ -	\$ -
SUPPORTIVE SERVICES	\$ 5,000	\$ 3,000	\$ 2,000	\$ 5,000
YOUTH INCENTIVES	\$ 8,600	\$ 3,200	\$ 5,400	\$ 8,600
YOUTH WORK EXPERIENCE	\$ 9,108	\$ 3,643	\$ 5,465	\$ 9,108
SUMMER PARTICIPANT WAGES&FRINGES	\$ 9,108	\$ 3,643	\$ 5,465	\$ 9,108
Total	\$ 500,000	\$ 312,397	\$ 217,603	\$ 530,000

EXHIBIT A-2

MARICOPA COUNTY HUMAN SERVICES DEPARTMENT - WIA TITLE 1B YOUTH PROGRAM STIMULUS BUDGET

NAME OF PROVIDER SUBMITTING BUDGET: Arizona Call-A-Teen Youth Resources, Inc.

Instructions: Eligible applicants should use this form as a guide. Eligible applicants must list each item requiring the dedication of resources and show how the expense or value was calculated.

Youth Summer Program for period: 5/1/09 thru 9/30/09 (ARRA only)

		Total Requested	In School (Max 70%)	Out School (Min 30%)	Pctg of Budget	Comments
ADMINISTRATION						
Salaries & Wages	1 FTE Executive Director @ 20%	6,775	4,749	2,033	0.79%	
	1 FTE Business Manager @ 25%	5,720	4,004	1,716	0.67%	
	40 FTE Controller @ 10%	1,084	759	325	0.13%	
	1 FTE Executive Assistant @ 10%	1,712	1,198	514	0.20%	
	1 FTE Resource Manager @ 20%	3,127	2,189	938	0.36%	
Fringe Benefits (2)	Fringes @ 22%	4,052	2,836	1,216	0.47%	
Contract or Outside Services	Audit, Payroll Service, etc.	12,134	8,494	3,640	1.42%	
Occupancy Expense	Space, Utilities, M&R, Custodial	1,387	971	416	0.16%	
Property	> \$250 Must provide list annually					
Equip Depr/Rental	Depr and Rental fees	933	653	280	0.11%	
Communication & Telephone	Telephone charges	867	607	260	0.10%	
Materials / Supplies	General supplies, paper	2,000	1,400	600	0.23%	
Vehicle Expense						
Travel & Training						
Operations	misc operating expenses	500	350	150	0.06%	
Total Administration	Cannot exceed 10% total Budget	40,291	28,204	12,087	4.70%	
PROGRAM						
Salaries & Wages	1 FTE Coordinator @ 50%	12,314	8,620	3,694	1.44%	
	1 FTE Program Assistant @ 15%	2,183	1,528	655	0.25%	
	8 FTE Career Advisors @ 100%	96,532	67,572	28,960	11.26%	
	2 FTE Data Entry @ 100%	18,023	12,616	5,407	2.10%	
	1 FTE Office Manager @ 20%	2,760	1,932	828	0.32%	
	1 FTE Program Manager @ 25%	4,933	3,453	1,480	0.58%	
	1 FTE Business Svc Manager @ 60%	13,154	9,208	3,946	1.53%	
Fringe Benefits (2)	Fringes @ 22%	32,978	23,084	9,893	3.85%	
Contract or Outside Services						
Occupancy Expense	Space, Utilities, M&R, Custodial	3,470	2,429	1,041	0.40%	
Property	> \$250 Must provide list annually					
Equip Depr/Rental	Depr and Rental fees	1,610	1,127	483	0.19%	
Communication & Telephone	Prepaid Phones/ Cards	7,216	5,051	2,165	0.84%	
Materials / Supplies	folders, paper, timesheets, badges, etc	10,000	7,000	3,000	1.17%	
Vehicle Expense						
Travel & Training	17500 Miles @ .55 per	9,680	6,776	2,904	1.13%	
Operations	Fingerprinting, advertising	2,000	1,400	600	0.23%	
Total Program Costs	Cannot exceed 20% total Budget	216,851	151,796	65,055	25.30%	
OTHER COSTS						
Work Experience (Estimate cost per (include # of participants)		Total D + E	Enter Amt	Enter Amt		
250 Participants approx 200 hrs @ 6.00		450,000	315,000	135,000	52.50%	
Supportive Services (include # of participants to be served)						
250 Participants @ \$600 Per		150,000	105,000	45,000	17.50%	
Participant Incentives						
Training & Education (# of participants entering into occupational training)						
		0				
Total Other Costs	Must be no less than 70% Budget	600,000	420,000	180,000	70.00%	
TOTAL BUDGET		857,143	600,000	257,143	100.00%	

EXHIBIT A-2

MARICOPA COUNTY HUMAN SERVICES DEPARTMENT - WIA TITLE 1B YOUTH YEAR-ROUND STIMULUS BUDGET

NAME OF PROVIDER SUBMITTING BUDGET: Arizona Call-A-Teen Youth Resources, Inc.

Instructions: Eligible applicants should use this form as a guide. Eligible applicants must list each item requiring the dedication of resources and show how the expense or value was calculated.

Youth Year Round Program for period: 10/1/09 thru 6/30/10 (ARRA only)					
		Total Requested	In School (Max 70%)	Out School (Min 30%)	Pctg of Budget
ADMINISTRATION					
Salaries & Wages	1 FTE Executive Director @ 10%	6,000	4,204	1,802	1.20%
	1 FTE Business Manager @ 10%	4,056	2,839	1,217	0.81%
	.40 FTE Controller @ 8%	936	655	281	0.19%
	1 FTE Executive Assistant @ 5%	1,517	1,062	455	0.30%
	1 FTE Resource Manager @ 5%	1,386	970	416	0.28%
Fringe Benefits (2)	Fringes @ 22%	3,058	2,141	917	0.61%
Contract or Outside Services	Audit/Payroll Fees	5,490	3,843	1,647	1.30%
Occupancy Expense	Space, Utilities, M&R, Custodial	2,080	1,456	624	0.42%
Property	> \$250 Must provide list annually				
Equip Depr/Rental	Depr and Rental fees	133	93	40	0.03%
Communication & Telephone	Telephone charges	1,301	910	390	0.26%
Materials / Supplies	Materials & supplies, paper	1,000	700	300	0.20%
Vehicle Expense					
Travel & Training					
Operations	Misc operating expense	500	350	150	0.10%
Total Administration	Cannot exceed 10% total Budget	27,462	19,224	8,239	5.49%
PROGRAM					
Salaries & Wages	1 FTE Coordinator @ 90%	17,723	12,406	5,317	3.54%
	2 FTE Career Advisors @ 100%	45,600	31,920	13,680	9.12%
	1 FTE Data Entry @ 100%	15,120	10,584	4,536	3.02%
	1 FTE Office Manager @ 5%	1,224	857	367	0.24%
	1 FTE Program Manager @ 10%	3,408	2,386	1,022	0.68%
	1 FTE Business Svc Manager @ 10%	3,787	2,651	1,136	0.76%
Fringe Benefits (2)	Fringes @ 22%	19,110	13,377	5,733	3.82%
Contract or Outside Services					
Occupancy Expense	Space, Utilities, M&R, Custodial	1,831	1,281	549	0.37%
Property	> \$250 Must provide list annually				
Equip Depr/Rental	Depr and Rental fees	1,194	836	358	0.24%
Communication & Telephone	PrePay phone cards/Internet cards	3,960	2,772	1,188	0.79%
Materials / Supplies	Materials/Supplies, Postage	3,833	2,683	1,150	0.77%
Vehicle Expense					
Travel & Training	9542 miles @ .33	5,248	3,674	1,574	1.05%
Operations	Misc operating expense	1,500	350	150	0.10%
Total Program Costs	Cannot exceed 20% total Budget	122,537	85,776	36,761	24.51%
OTHER COSTS					
Work Experience (Estimate cost per (include # of participants)					
Supportive Services (Include # of participants to be served)	100 Participants at \$500 per	50,000	35,000	15,000	10.00%
Participant Incentives		0			
Training & Education (# of participants entering into occupational training)	100 Participants at \$3000 per	300,000	210,000	90,000	60.00%
Total Other Costs	Must be no less than 70% Budget	350,000	245,000	105,000	70.00%
TOTAL BUDGET		500,000	350,000	150,000	100.00%

EXHIBIT A-3

MARICOPA COUNTY HUMAN SERVICES DEPARTMENT - WIA TITLE 1B YOUTH PROGRAM

NAME OF PROVIDER SUBMITTING BUDGET:

Arizona Call-A-Teen Youth Resources, Inc.

Instructions: Eligible applicants should use this form as a guide. Eligible applicants must list each item requiring the dedication of resources and show how the expense or value was calculated.

Youth Program for period: 7/1/09 thru 6/30/10

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	Total Requested	In School (Min 70%)	Out School (Min 30%)	Pctg of Budget	Comments
ADMINISTRATION					
Salaries & Wages					
Executive Director	12,413	4,564	7,847	2.22%	
Business Manager	8,304	3,121	5,183	1.48%	
Controller	4,664	1,664	3,000	0.82%	
Fringe Benefits (H)	3,312	1,245	2,067	0.55%	
Contract or Outside Services	8,858	3,222	5,636	2.25%	
Occupancy Expense	1,813	725	1,088	0.52%	
Property					
Equip Depn/Rental	841	256	585	0.21%	
Communication & Telephone	1,208	480	728	0.31%	
Materials / Supplies	1,008	400	608	0.38%	
Vehicle Expense					
Towel & Training					
Operations	208	80	128	0.04%	
Total Administration	11,401	14,581	21,842	6.50%	

Comments exceed 10% total Budget

PROGRAM					
Salaries & Wages					
Program Manager	18,459	7,464	11,005	3.32%	
Asst Program Manager	26,555	8,222	18,333	3.67%	
MarCo Lead Career Advisor	28,713	16,885	23,828	7.89%	
Exit Asst	8,880	3,536	5,344	1.58%	
Office Manager	6,788	2,714	4,073	1.21%	
Resource Manager	7,887	3,075	4,812	1.37%	
Technology Coordinator	6,586	3,634	2,952	1.21%	
Business Services	18,423	7,829	10,594	3.27%	
Grant Manager	2,522	1,084	1,437	0.45%	
MR Specialist	28,758	13,580	27,018	5.80%	
Program Support	22,388	8,944	13,444	3.85%	
Program Support	22,388	8,944	13,444	3.85%	
Career Advisor	29,513	11,885	17,627	5.27%	
Career Advisor	29,513	11,885	17,627	5.27%	
Career Advisor	29,513	11,885	17,627	5.27%	
Career Advisor	29,513	11,885	17,627	5.27%	
PJR	32,440	9,778	34,894	4.36%	
Fringe Benefits (H)	20,335	10,542	48,813	14.53%	
Contract or Outside Services					
Occupancy Expense	18,324	6,530	9,794	2.82%	
Property		0	0		
Equip Depn/Rental	18,824	4,000	6,014	1.76%	
Communication & Telephone	18,800	4,300	6,080	1.80%	
Materials / Supplies	4,800	1,680	2,880	0.71%	
Vehicle Expense	8,375	0	0		
Towel & Training	1,000	1,000	1,800	0.54%	
Operations					
Total Program Costs	488,597	325,403	283,258	87.25%	

Comments exceed 20% total Budget

OTHER COSTS					
Work Experience (Estimate cost per participant)					
Supportive Services (Include # of participants to be served)					
Participant Incentives					
Training & Education (# of participants entering into occupational training)					
Total Other Costs	5,000	3,000	3,000	0.86%	

Follow up - where Performance is met, a maximum of \$125 per participant up to \$500 can be exceed \$34,000

TOTAL BUDGET

For and on Behalf of Arizona Call-A-Teen Youth Resources, Inc.

26,000	212,000	388,000	106,800
509,600	212,000	388,000	106,800
<i>Amelia Sherry</i>	<i>Sherry</i>	<i>Sherry</i>	<i>Sherry</i>
Signature	Signature	Signature	Date

8/10/09

EXHIBIT A-4

MARICOPA COUNTY HUMAN SERVICES DEPARTMENT - WIA TITLE 1B YOUTH PROGRAM

NAME OF PROVIDER SUBMITTING BUDGET:


Arizona Call-A-Teen Youth Resources, Inc.

Instructions: Eligible applicants should use this form as a guide. Eligible applicants must list each item requiring the dedication of resources and show how the expense or value was calculated.

Youth Program for period: 7/1/10 thru 6/30/11

	Total Requested	In School (Max 70%)	Out School (Min 30%)	Pctg of Budget	Comments
Training & Education (# of participants entering into occupational training) 100 Participants @ \$1200 Per	58,687	23,475	35,212	8.27%	
Total Other Costs	115,358	46,143	69,215	16.25%	
Follow up - whereP reform articism d, a maximum of \$ 125 paid quarterly up to \$500 not to exceed \$30,000	30,000				
TOTAL BUDGET	710,000	272,000	408,000	100.00%	

For and on Behalf of Arizona Call-A-Teen Youth Resources, Inc.


Signature

5/24/10
Date

EXHIBIT B

1.0 INTENT:

The purpose of this Workforce Investment Act of 1998 (WIA) is to “provide workforce investment activities through statewide and local workforce investment systems, that increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.”

The purpose of youth workforce investment activities are intended to provide youth development services for economically disadvantaged youth 14 through 21 years of age who may face barriers to staying in school, completing high school or finding stable employment. Arizona Call-A-Teen Youth Resources will provide a program that has a full range of services such as:

- Opportunities for eligible youth in activities related to leadership, development, decision-making, citizenship, and community service;
- Involvement of employers and links to local labor markets with emphasize on high-demand, high-growth occupations in Maricopa County;
- Ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities;
- Opportunities for training to eligible youth;
- Youth services such as internships and work experiences in high-demand, high-growth occupations;
- Continued supportive services for eligible youth; and Incentives for recognition and achievement to eligible youth

The category of services for the WIA youth program are: In-School & Out-of-School Youth in the West Valley

1.1 *Year Round WIA Youth (In-School & Out-of-School):*

1.1.1 *In-School Youth* – to provide Workforce Investment Act (WIA) services to secondary school youth, ages 14-21, enrolled in a middle, junior high, or senior high school; or is between terms and intends to return to secondary school.

1.1.2 *Out-of-School Youth* – to provide Workforce Investment Act (WIA) services to an eligible youth, ages 14 to 21, who is a school dropout; or an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed.

1.1.3 *Category of Service*

Arizona Call-A-Teen Youth Resources, Inc. (ACYR) will contract a year-round WIA youth program in western Maricopa County that will provide services to **200 Out-of-School and In-School Youth**. Services will be provided to **120 Out-of-School Youth** who are either: 1) lacking a high school diploma or its equivalent or 2) disconnected from the labor market and/or postsecondary education despite having a secondary credential. **Eighty (80) In-school Youth** who exhibit one or more characteristics that increase the likelihood of dropping out of school will be enrolled. A maximum of 25% of participants enrolled will be under sixteen years of age.

1.1.4 *Out-of-School Youth*

Services will be provided to **120 Out-of-School Youth** who are either: 1) lacking a high school diploma or its equivalent or 2) disconnected from the labor market and/or postsecondary education despite having a secondary credential. In addition to their economic disadvantage and out-of-school status, each youth will have one or more of the WIA-mandated barriers to continued education and/or gainful employment (basic literacy

deficiency; secondary school drop-out; homeless, runaway, or a foster child; pregnancy or a parent; offender; needing assistance to complete their education or to find and keep a job).

1.1.5 *In-School Youth*

Eighty (80) In-school Youth who exhibit one or more characteristics that increase the likelihood of dropping out of school will be enrolled. Each in-school youth will be economically disadvantaged and will have one or more of the WIA-mandated barriers to continued education and/or gainful employment (basic literacy deficiency; secondary school drop-out; homeless, runaway, or a foster child; pregnancy or a parent; offender; needing assistance to complete their education or to find and keep a job).

1.1.6 *Services by Age and Activity*

The proposed program includes each of the ten required elements of WIA Youth programs, as well as an array of pre-registration, enrollment, assessment, and goal-setting activities that are designed to provide a flexible structure as youth progress through the program. Case management is the thread that connects all activities and support into a cohesive strategy to accomplish the participant's goals and objectives.

Each activity and service will be available for both Out-of-School and In-School youth, based on his/her current school status, assessed need, interest, and demonstrated readiness. In other words, *it is likely that each young person will require a different service mix and sequence, at levels most appropriate to his/her strengths and weaknesses.*

Therefore, activities and services in which the youth will participate will be driven by the assessment, goal-setting and planning processes, and the individual youth's progress in relationship to his/her plan, and the outcomes anticipated from the goal-setting process. A maximum of 25% of participants enrolled will be under sixteen years of age.

1.1.7 *Out-of-School Youth*

The program will focus significant effort on those services to out-of-school youth that will result in:

- returning to school,
- increasing their basic academic skills,
- earning a secondary certificate (diploma or GED),
- earning an occupational credential, and/or
- transitioning to employment, postsecondary/advanced training, apprenticeship, or military service.

Table 1 provides the anticipated number of out-of-school youth (by age grouping) that will receive each activity/service. Estimates have been based on historical data and an understanding that some youth receiving services in the program year ending June 30, 2008 will carry in to the program year beginning July, 1 2008 and continue training activities through to completion (**approximately 88 youth**). Therefore, only new enrollees will receive up-front services such as recruitment, eligibility determination, objective assessment, and ISS development. It should also be noted that the estimates for follow-up services include individuals who have completed programming prior to June 30, 2008, but are still in the required 12-month follow-up period.

Table 1: WIA Activities and Services to Out-of-School Youth by Age Group

AGE	New Enrollees						All Enrollees											
	Outreach	Eligibility	Initial Assessment	Registration	Objective Assessment	ISS Development	Basic Education	Tutoring/Study Skills	Alternative Education	Leadership Development	Work Readiness	Mentoring	Work Experience	Job Search	Occupational Training	Summer Employment	Supportive Services	Follow-up Services
14-15*	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
16-18	105	35	30	23	23	23	33	40	5	55	42	39	15	22	22	3	62	42
19-21	56	14	12	9	9	9	14	17	3	25	18	17	11	10	10	2	26	18
TOTAL	161	49	42	32	32	32	47	57	8	80	50	56	26	32	32	5	88	60

* Mandatory school attendance is until the age of 16.

1.1.8 *In-School Youth*

For In-School youth, the focus of services will be on:

- school retention,
- increased reading and math levels,
- support for AIMS proficiency,
- high school completion, and
- transitioning to employment, postsecondary/advanced training, apprenticeship, or military service.

Table 2 provides the estimated number of In-School youth (by age grouping) that will receive each activity/service. Estimates have been based on historical data and an understanding that some youth receiving services in the program year ending June 30, 2008 will carry in to the program year beginning July, 1 2008 and continue training activities through to completion (**approximately 53 youth**). Therefore, only new enrollees will receive up-front services such as recruitment, eligibility determination, objective assessment, and ISS development. It should also be noted that the estimates for follow-up services include individuals who have completed programming prior to June 30, 2008, but are still in the required 12-month follow-up period.

Table 2: WIA Activities and Services to In-School Youth by Age Group

AGE	New Enrollees						All Enrollees											
	Outreach	Eligibility	Initial Assessment	Registration	Objective Assessment	ISS Development	Basic Education	Tutoring/Study Skills	Alternative Education	Leadership Development	Work Readiness	Mentoring	Work Experience	Job Search	Occupational Training	Summer Employment	Supportive Services	Follow-up Services
14-15	7	6	5	3	3	3	8	5	1	5	2	2	5	0	0	1	6	8
16-18	50	22	20	17	17	17	32	30	3	21	22	8	12	13	12	9	36	10
19-21	18	10	8	7	7	7	5	6	1	8	10	5	7	6	6	5	16	8
TOTAL	75	38	65	27	27	27	45	46	5	34	34	15	24	19	18	15	58	26

1.2 BACKGROUND INFORMATION

1.2.1 WIA youth programs are intended to provide youth development services for economically disadvantaged youth 14 through 21 years of age who may face barriers to staying in school, completing high school or finding stable employment. The program

provides a full range of work readiness, employment, education, and mentoring services through an array of community partner agencies and contracted youth service providers. Youth services, such as internships, work experiences, training opportunities, and assistance with the completion of high school or GED, are designed for youth who are in or out of school.

As stated above, the Workforce Investment Act draws a distinction between younger youth (14 to 18) and older youth (19 to 21). This is done primarily to assist program providers with designing programs and developing Individual Service Strategies (ISS) to meet the youth development needs of the two different age groups. Also, the mandated program outcomes and performance measures are distinctively different for younger and older youth.

1.2.2 Youth must be identified as low-income as defined by Public Law and:

1.2.2.1 Between the ages of 14 through 21 meaning they have reached their 14th birthday, but have not attained their 22nd birthday at the time of registration;
AND

1.2.2.2 A citizen of the United States or a non-citizen who is authorized by the Immigration and Naturalization Service; AND

1.2.2.3 In compliance with the Selective Service Act (only pertains to males 18 to 21);
AND

1.2.2.4 Meets one or more of the following criteria:

1.2.2.4.1 Deficient in basic literacy skills

1.2.2.4.2 Homeless, runaway, or foster child

1.2.2.4.3 Pregnant or a parent

1.2.2.4.4 Drop Out

1.2.2.4.5 Offender

1.2.2.4.6 An individual who requires additional assistance to complete an educational program or to secure and hold employment as determined by one of the following criteria:

1.2.2.5 Individuals who are defined “at-risk” by MWC based upon assessment of skill needs, barriers, and /or referral from:

1.2.2.5.1 Juvenile Justice Court System

1.2.2.5.2 Youth Services Program Providers

1.2.2.5.3 Local Education Agencies

1.2.2.6 An in-school youth meets the above eligibility criteria in addition to one of the following:

1.2.2.6.1 Has not received a diploma/ equivalent and is attending school (including alternative school)

OR

1.2.2.6.2 High school graduate (attained diploma/equivalent), attending post-secondary education and is not basic skills deficient

1.2.2.7 An out-of-school youth meets the above eligibility criteria in addition to one of the following:

1.2.2.7.1 High school dropout (including alternative school), and have not received a secondary school diploma or its equivalent

OR

1.2.2.7.2 High school graduate (attained diploma/ equivalent) and is basic skill deficient, unemployed, or underemployed.

2.0 SCOPE OF WORK

The goal of Maricopa County's Workforce Investment Board (MWC) and Maricopa County Human Services Department (MCHSD) is to provide a comprehensive workforce development system under which Maricopa County residents can access appropriate job training and educational opportunities. All eligible youth must be familiar with services available in the One-Stop System.

As part of the workforce development system, MCHSD will fund a youth program(s) for year-round academic and workforce development services for low-income youth, ages 14 through 21. Successful youth development depends upon smooth transitions between different phases of life, youth programs should also operate under the following guiding principles:

- 2.0.1 *Year-Round Services:* Services are designed to recruit and register youth on a year-round basis, including making services accessible for in-school youth throughout the school year. All youth services and activities must be available to youth twelve (12) months per year and be clearly aligned with youth development principles and goals.
- 2.0.2 *Long-Term Support for Youth:* Services feature strategies that span multiple years and will balance the needs of youth who would benefit from long-term support with youth whose needs are met through more limited interventions. Long-term support includes providing a smooth transition and pathways to remaining in school, high school completion, post-secondary education, job placement and training for occupations leading to careers that offer long-term self-sufficiency for older and younger youth.
- 2.0.3 *Customer-Driven:* Services solicit and integrate input from youth at all phases of program design, implementation, and evaluation.
- 2.0.4 *Accessibility:* Services are easily accessible to both youth and employers, create a safe and youth-friendly environment, are accessible by public transportation, have information accessible via the Internet, accommodate diversity and youth who need special accommodations.
- 2.0.5 *Accountability:* Services commit to a continuous improvement program design by seeking feedback from staff, youth and employers to continually refine the quality of the program services and activities provided for youth. Programs must have well-defined goals and processes that are easily understandable, measurable and accountable. These goals must emphasize participant progress and directly link activities to positive outcomes for youth.

Arizona Call-A-Teen Youth Resources, Inc. (ACYR) will contract a year-round WIA youth program in western Maricopa County that will provide services to **200 Out-of-School and In-School Youth**. Services will be provided to **120 Out-of-School Youth** who are either: 1) lacking a high school diploma or its equivalent or 2) disconnected from the labor market and/or postsecondary education despite having a secondary credential. **Eighty (80) In-school Youth** who exhibit one or more characteristics that increase the likelihood of dropping out of school will be enrolled. A maximum of 25% of participants enrolled will be under sixteen years of age.

2.1 TECHNICAL REQUIREMENTS

- 2.2 ACYR will provide a year-round Youth Program for the 2008-2009 program year in the West Valley. The West Valley of Maricopa County includes but is not limited to the cities and towns of Avondale, Buckeye, Cashion, El Mirage, Gila Bend, Glendale, Goodyear, Litchfield Park, Peoria, Surprise, Tolleson, Wittman, Wickenburg, and Youngtown.

ACYR will serve as the lead agency and will direct WIA resources to provide comprehensive services and to pull together existing opportunities and supports available from its partners. This ensures an economy of scale, fewer layers and centralized management, and increased potential of achieving both participant and program outcomes. The proposed collaborative structure is best described through the matrix of services and leveraged resources by collaborative partner that follows.

2.3 Collaborations

Organization	Skill Attainment	Tutoring/Study Skills	Leadership Development	Alternative Secondary School	Summer Employment	Work Experience	Occupational Skills Training	Supportive Services	Mentoring	Counseling and Guidance	Other (list)	Leveraged Amount
1 in 10, Inc.	E		X						X	X		\$ 2,160
ACYR ABE Program	E	X									F	\$ 82,500
ACYR Center of Excellence	E	X		X				X		X	F	\$ 65,000
Affordable Dentistry Family	W,O					X	X		X			\$ 6,000
AHCCCS	W					X	X		X			\$ 12,000
Arizona Agribusiness & Equine Center	W			X				X	X	X		\$ 15,060
City of Avondale	W					X					F	\$ 30,000
Desert Schools FCU	E						X	X				\$ 150
Dysart Community Ctr	E	X					X				F	\$ 8,000
Estrella Mountain Community College	E,O			X			X	X				\$ 10,000*
Glendale Care Center	E,W					X	X		X			\$ 2,625
Glendale Comm. Center	W,O		X								F	\$ 5,000*
Glendale Parks & Recreation Dept	W					X		X				\$130,000
Goodwill Industries of Central Arizona	E,W		X				X		X			\$ 30,000
HMS Host	E,W						X					\$ 15,000*
IIA College	E						X	X				\$ 30,000
Immanuel Campus of Care	W,O					X			X			\$ 1,000*
Jobing.com	W							X				\$ 12,000
Life Care Center at South Mountain	W,O					X			X			\$ 2,100
Life Skills Center	E			X				X		X	F	\$ 4,800
Life, Inc.	W,O					X	X		X			\$ 12,000
Macayo's	W						X					\$ 2,700

Organization	Skill Attainment	Tutoring/Study Skills	Leadership Development	Alternative Secondary School	Summer Employment	Work Experience	Occupational Skills Training	Supportive Services	Mentoring	Counseling and Guidance	Other (list)	Leveraged Amount
MidFirst Bank	E,W		X					X				\$ 1,000*
Partners in Participation	E		X									\$ 4,000
Phoenix College Downtown	E						X	X		X		\$ 4,975
Phoenix Job Corps Center	E,W		X				X	X	X	X	F	\$100,000
Rio Salado College	E			X								\$ 30,000*
The Aces	E,W							X			F	\$ 2,000*
The Worthy Institute	E							X	X	X		\$ 15,000
Tolleson Union High School District	E,W						X	X			F	\$ 42,000
Universal Hair Salon	O,W					X	X					\$ 10,500

E= Basic Skills, O= Occupational Skills, W= Work Readiness Skills, F= Facilities

* Estimated Leveraged Amount

ACYR will provide comprehensive services that:

- 2.3.1 Improve academic achievement for youth, including youth who are basic skills deficient.
- 2.3.2 Prepare youth for success in employment.
- 2.3.3 Expose youth to careers in identified industry clusters and develop awareness of pathway opportunities (e.g. workshops, guest speakers, job shadowing, training and referrals, and other related activities).
- 2.3.4 Provide youth with relevant work experience/internship opportunities.
- 2.3.5 Provide youth with skills necessary to job search and assistance with job placement.
- 2.3.6 Ensure necessary supportive services for youth to achieve successful outcomes.

2.4 PROGRAM ELEMENTS

ACYR will provide the following comprehensive program elements:

2.4.1 Case Management/Referral

This includes coordinating the applicable services to be delivered to the participant, documenting the participant's achievement of the goals identified in the ISS and motivating youth to remain in school and completing high school, preparing them for possible post-secondary educational opportunities, occupational learning or employment/training opportunities.

As a component of case management, referrals should include linking and sharing information with other youth-serving agencies, organizations and training providers in order to achieve the goals listed in the youth's ISS. ACYR may refer youth participants to external sources, who may be formal partners, to provide the services of the program elements and document this in case notes.

A focused and coherent case management strategy is key to participant success and critical to meeting program goals and performance measures. Case management occurs throughout *program* participation and is designed to provide the youth with the direction and guidance necessary to enhance opportunities for success.

Career Advisors are responsible for documenting the delivery of services, progress toward goals, and goal attainment. This is accomplished through ISS development and revision, as *well* as case notes maintained in VOS and the participant's case files. Career Advisors in the field will have access to lap-top computers to maintain timely documentation.

Case management will include links to supportive services specific to individual youth's needs, interaction with classroom and on-site training staff, interaction with other professionals or family members having influence with the youth, and performance coaching/*counseling*. Counseling will normally occur on a one-to-one basis, although participants experiencing the same employability-related problem may be counseled in a group setting to encourage participant interaction and achieve problem resolution. Case management services/counseling will normally be conducted at the youth's training site or designated local service site (e.g., One-Stop, community center, recreation center, etc.). Performance coaching will occur at the youth's occupational skills training site and will include interaction with on-site training staff/supervisors.

2.4.1.1 Out-of-School Youth

Prior to the beginning of the Objective Assessment activity enrollment in program activities, each participant will be matched with a Career Advisor that will serve as his/her case manager. The Career Advisor will work as a professional partner with each youth to 1) identify and prioritize personal strengths and needs; 2) establish realistic training, education, and employment goals/objectives; 3) develop a plan of action to achieve established goals and objectives; 4) access needed resources; and 5) develop a strategy that will empower the youth to access services on his/her own and reduce dependence on social programs.

2.4.1.2 In-School Youth

Career Advisors perform case management functions, working as a professional partner with each youth to: 1) identify and prioritize personal strengths and needs; 2) establish realistic training, education, and employment goals/objectives; 3) develop a plan of action to achieve established goals and objectives; 4) access needed resources; and 5) develop a strategy that will empower the youth to access services on his/her own and reduce dependence on social programs. The overall goal of case management is to ensure the participant develops the incentive and ability to become responsible for his or her own actions and needs, and enhance the youth's opportunity to achieve long-term economic self-sufficiency. The ISS is the formal tool for articulating the necessary strategies to accomplish this goal.

2.4.2 Core Services

Maricopa Workforce Connections will offer outreach, intake, suitability/enrollment and objective assessments for out-of-school youth at one of the One-Stop Career Center locations and then refer to a youth contracted provider for continued WIA services. Maricopa Workforce Connections may offer youth leadership development activities as needed.

WIA mandates universal access to Core Services. In the context of the proposed youth program, ACYR will ensure the provision of these services as part of its coverage responsibilities at the One-Stop Center. While ACYR anticipates that the majority of core services *provision* will be provided to eligible applicants, youth who are not eligible for the program or elect not to enroll will be offered the full array of core services, as appropriate.

2.4.3 Outreach and Recruitment

This includes, but is not limited to, developing and maintaining a public awareness of the WIA Youth Services, goals, opportunities, and eligibility criteria. ACYR will also develop and maintain a network of linkages with other agencies for referral of participants and service delivery, contacting groups which represent potential eligible participants and contacting group of employers who may hire WIA participants.

Effective *outreach* and recruitment is critical to both participant and program success, as it ensures an increased potential for an appropriate match between the youth's interests and needs and what the program can offer. It is an on-going, daily process that relies heavily on relationships with collaborative partners as well as establishing effective linkages with other youth-serving agencies/professionals. The quality of relationships will result in organizations working toward a common service goal for individual applicants.

Working with the Assistant WIA Program Manager and the County Team Lead, Career Advisors assigned to specific areas of western Maricopa County will develop a detailed recruitment plan for Out-of-School and In-School youth. The Career Advisor will also develop a schedule that identifies specific entities and contact persons within these organizations, as well as specific goals by week. Weekly updates that detail the number of youth contacted, the number of youth determined eligible, initial assessment information, and the youth's city/town of residency will be generated to ensure accountability and adequate progress toward recruitment goals.

2.4.3.1 Out-of-School Youth

ACYR staff will conduct an aggressive outreach campaign throughout western Maricopa County designed to increase the awareness of training and services to WIA-eligible out-of-school youth, ages 14-21. It should be noted that Arizona has mandatory school attendance requirements until a child reaches age 16; therefore, 14 and 15 year olds will not be enrolled in the out-of-school youth program. Emphasis will be placed on identifying young people who are:

- a) lacking a high school diploma or equivalent;
- b) disconnected from the labor market and/or postsecondary education/training;
- c) deficient in basic literacy or numeracy skills despite having obtained a diploma or GED; and/or
- d) facing challenges to obtaining a secondary credential, and/or transitioning to employment, postsecondary education, or advanced training due to factors such as runaway/homelessness, foster care, pregnancy/parenting status, or court involvement.

Program staff will connect with partner organizations that traditionally attract out-of-school youth (e.g., recreation centers, GED programs, Community Centers) and agencies that typically provide services to out-of-school youth (e.g., Juvenile Probation, Arizona Department of Juvenile Corrections, Child Protective Services). These linkages will serve to maximize awareness of the WIA Youth Program and the opportunities and supports it can provide, as well as the ability to coordinate services, share assessment information and leverage resources (as appropriate) once youth are enrolled in the system. Recognizing that word-of-mouth is frequently the most effective approach to recruiting Out-of-School youth who are not connected to positive activities, ACYR intends to engage current participants or youth in follow-up activities in assisting with recruitment efforts.

As part of a general awareness strategy, ACYR will contact other youth-serving organizations, places of worship, and training centers to encourage individual referrals and coordinate the eligibility process. Co-location at and coordination with the MWC One Stop Center in the West Valley will expand recruitment potential.

2.4.3.2 **In-School Youth**

ACYR staff will contact established school partners and entities to initiate planned programming and to market WIA services to eligible in-school youth, ages 14-21. In identifying young people for program services, emphasis will be placed on identifying young people who are:

- a) at risk of not completing high school;
- b) deficient in basic literacy or numeracy skills; and/or
- c) facing challenges to obtaining a secondary credential, and/or transitioning to employment, postsecondary education, or advanced training due to factors such as runaway/homelessness, foster care, pregnancy/parenting status, or court involvement.

While partnering and coordinating with schools and other youth-serving agencies is the preferred manner of recruitment for In-School youth, individual referrals from other human service providers and organizations that provide services to In-School youth will be sought. Staff will ensure that professionals from these agencies are aware of the procedures involved in the eligibility process. Linkages of this nature will result in an increased applicant pool as well as the ability to coordinate services, share assessment information and leverage resources (as appropriate) once youth are enrolled in the system.

2.4.4 **Orientation**

This includes informing youth initially of all services available including programs and/or services that are provided by external entities and/or Maricopa Workforce Connections partners. ACYR will include information on enrollment process, assessments, training programs, attendance requirements while in training, and information regarding financial aid and support services. ACYR will make youth aware of the youth development principles practiced and that service and projected outcomes (goals) are customized to meet the individual needs of the youth. ACYR must also adequately assess suitability for the program.

An effective orientation will ensure that potential applicants are aware of the benefits of the program, service options within the workforce development system as a whole, requirements for participation, and expectations (both what youth can expect from the program and what program expectations are of the youth). Orientation is also used as a means to set the tone for the youth's relationship with the program by acknowledging the six *developmental* needs of adolescents and young adults and providing examples of how program activities will offer opportunities in these areas.

Orientation provides the first opportunity to determine suitability for the program. Based on information they receive, youth will make the initial assessment of whether the program can meet their needs, they can conform to program expectations, and they can commit to the duration of training required to achieve their expected long-term outcomes. Additional assessment for an effective match between the youth and the program will occur following eligibility determination.

2.4.4.1 **Out-of-School Youth**

All Out-of-School youth who express an interest in WIA services will be provided with an explanation of the application, assessment, and enrollment processes, resources available for training and supportive services, and program policies (attendance, drug-free workplace, appropriate attitudes and behaviors). Youth will also be informed of:

- re-enrollment in high school or an alternative secondary education program as a participation for Out-of-School youth who have not completed high school,
- possible outcomes as a result of participation, based on individual goals,
- expectations that they will commit to a minimum of 12 months of participation,
- the degree of readiness necessary to successfully participate in and complete the program.

The eligibility determination process, application, and required documentation (proof of age, citizenship or registered alien status, address, income, etc.) will also be explained, and youth (and parent/caregiver, as appropriate) will be apprised of the procedures for scheduling eligibility appointments. Youth will be informed of the need to assess skills and career interests once they are enrolled to ensure activities in which they participate are relevant and meaningful and will result in effective preparation for postsecondary education and/or the labor market.

Career Advisors will maintain a listing of orientation attendees and their contact information in order to follow up with the youth, his/her parents or caregiver, and/or the linking agency (as appropriate) to determine additional services that may be needed to increase the possibility of completing the application process. ACYR understands that Maricopa Workforce Connections will offer many of the “pre-enrollment” services for Out-of-School youth at the West Valley Career Center (One-Stop), and will work with MWC staff to develop and coordinate the process involved.

2.4.4.2 In-School Youth

In-School youth will receive an orientation to WIA opportunities and supports once they indicate an interest in the program. During orientation, ACYR program staff will explain:

- the application, assessment, and enrollment processes,
- resources available for training and supportive services,
- program policies (attendance, drug-free workplace, appropriate attitudes and behaviors),
- the emphasis on their responsibility to remain in and complete school, as well as achieve proficiency in the state-mandated AIMS if they have not already done so, and
- possible outcomes as a result of participation, based on individual goals.

Information will be provided with regard to the availability of additional assistance with AIMS preparation and how WIA services can provide activities to prepare them for seeking and obtaining opportunities for afterschool and/or summer work experiences. Options for longer-term outcomes, such as advanced training, apprenticeships, military careers, postsecondary education, and full-time employment will be included in orientation activities for In-School youth. The eligibility determination process, application, and required documentation (proof of age, citizenship or registered alien status, address, income, etc.) will also be explained, and youth (and parent/caregiver, as appropriate) will be apprised of the procedures for scheduling eligibility appointments. Youth will be informed of the need to assess skills and career interests once they are enrolled to ensure activities in which they participate are relevant and meaningful and will result in effective preparation for postsecondary education and/or the labor market.

Career Advisors will maintain a listing of orientation attendees and their contact information in order to follow up with the youth, his/her parents or caregiver, and/or the linking agency (as appropriate) to determine additional services that may be needed to increase the possibility of completing the application process. Youth will be informed of the need to assess skills and career interests once they are enrolled to ensure activities in which they participate are relevant and meaningful and will result in effective preparation for postsecondary education and/or the labor market. Career Advisors will maintain a listing of orientation attendees and their contact information in order to follow up with the youth, his/her parents or caregiver, and/or the linking agency (as appropriate) to determine additional services that may be needed to increase the possibility of completing the application process.

2.4.5 Eligibility Determination and Registration

This includes registering youth by completing a WIA youth application, verifying family income and information stated, and making determination that the youth meets the eligibility criteria established by WIA, State WIA administration and Maricopa County Human Services Department.

2.4.5.1 Out-of-School Youth

Once it is determined that the youth continues to be interested in WIA services, has completed the WIA youth application, and collected the necessary documentation, Career Advisors will schedule an eligibility appointment at a convenient location for the youth (e.g., One-Stop Center, youth/community centers, coordinating agency, etc.). The eligibility interview will include a review of the application and family income documentation provided, followed by a series of questions to verify the information contained in the application, determines educational status, and identifies barriers pertaining to program eligibility. ACYR program staff will conduct a brief “initial assessment” of life circumstances, strengths, barriers, and basic skill levels (using the TABE locator) to complete the eligibility process. Youth not eligible for WIA will be referred to other resources and partners within the MWC system.

2.4.5.2 In-School Youth

Eligibility determination for In-School youth will typically occur at the youth’s school and will be coordinated with the school social worker, guidance counselor, or other primary contact. Career Advisors will verify that the youth continues to be interested in WIA services, has completed the WIA youth application, and collected the necessary documentation and then arrange with school personnel to meet with the youth during or immediately after school to conduct the eligibility interview. Career Advisors will review the application and family income documentation provided and then conducts an interview to verify the information contained in the application, determines educational status, and identifies barriers pertaining to program eligibility. A brief “initial assessment” of life circumstances, strengths, barriers, and basic skill levels (using the TABE locator) will complete the eligibility process.

Youth not eligible for WIA will be referred to other resources as appropriate, including partners within the MWC system, and/or to the school social worker for additional assistance. For youth referred from non-school partners or entities, arrangements will be made with the referring agency to use their facilities for eligibility determination. Career Advisors may also take advantage of public facilities such as youth/community centers or the West Valley Career Center to ensure lack of transportation is removed as a barrier to completing the eligibility determination process.

Following eligibility determination for both Out-of-School and In-School youth, program staff will review the initial assessment information and make an initial determination regarding the effectiveness of the match (suitability) between the youth and the program. Youth who are selected for the program will be contacted to arrange an appointment for the Objective Assessment activity. Youth for whom the program is not an appropriate match will be referred to appropriate services that will assist in resolving barriers that are preventing them from participating and/or referred for services through Adult Education programs, the One Stop Center, their schools, and/or other education/training programs in the community.

2.4.6 Assessment

A standardized procedure shall be performed to assess the youth in math, language and reading levels. The same pre and post assessment should be utilized on assessing the youth. Assessment tools and scores must directly relate to the educational functioning levels. ACYR will utilize the TABE (Tests of Adult Basic Education). Disabled Youth may be assess with a current (within 6 month of enrollment into WIA) IEP (Individualized Education Plan). The ISS must reflect a basic skills deficiency in math, reading or language taken directly from the IEP. The post assessment must reflect a reasonable increase in one of the basic educational areas, based upon the capability of the Disabled Youth.

Timely and effective assessment is key to ensuring an appropriate match between the youth's needs and program services. It is a client-centered process that is designed to identify the participant's interests, aptitudes, goals, skills, work/education history, motivation, barriers, life circumstances, and supportive service needs. While considerable time is devoted to upfront *assessment in order to determine an appropriate program path for each youth, the program design includes a continuous assessment process that occurs throughout the youth's participation to evaluate progress, inform a dynamic goal-setting/attainment process, and document outcomes.*

All youth must receive an "Objective Assessment" as the first activity following registration/enrollment. Objective Assessment must include identification of the participant's interests, aptitudes, goals, skills, work/education history, motivation, barriers, life circumstances, and supportive service needs. It will also include an introduction to the One-Stop System and its potential benefits as a future resource for them and their parents and *relatives*. The Objective Assessment activity is typically completed within 30 days of enrollment for both Out-of-School and In-School youth, although individual circumstances, availability, and motivation may shorten or lengthen this activity.

Table 5, outlines the primary assessment tools used, delineates which instruments are appropriate for Out-of-School and In-School youth, and connects the assessment to performance outcomes.

Table 5: Assessment Tools and Relationship to Outcomes

Tool	Description/Purpose	Relationship to Outcomes
Tests of Adult Basic Education (TABE) (OSY & ISY)*	<i>Locator Survey:</i> A level identification assessment that informs decisions with regard to the appropriate testing level for reading, math, and language skills. <i>Assessment Levels E, D, M, and A:</i> Assessments with graduated difficulty to determine basic skill levels.	Locator: Establishes a baseline for achievement and informs goal-setting Levels E, D, M, and A: Evaluates progress, achievement and readiness for GED testing. Leads to a Literacy/ Numeracy Gain and/or Credential
McGraw-Hill and Steck-Vaughn GED Practice Tests (OSY)*	Assessments that provide diagnostic information to determine focus of instruction.	Preparation for GED testing
Steck-Vaughn GED Predictor Test (OSY)*	Assessment that accurately predicts an individual's potential success on the GED subject area tests.	Readiness for GED testing
State of Arizona Standardized Work Readiness Skills Assessment (OSY & ISY)*	Competency-based pre-/post-assessments to assess knowledge and ability to demonstrate work readiness skills. Pre-assessment provides an indication of where training should be targeted; post-assessment provides documentation of skill attainment.	Documentation of need, progress, and resultant Work Readiness competency
Career Decision Making Assessment (American Guidance Service) (OSY & ISY)*	Identifies values and interests, and specifies educational requirements for specific occupations.	Assists with career decision making and service planning.
Ansell-Casey Life Skills Assessment (ACLSA) (OSY & ISY)*	Evaluation of youth independent living skills; assesses Daily Living Tasks, Housing & Community Resources, Money Management, Social Development, and Work & Study Habits.	Informs ISS development and service needs; assists in goal-setting and benchmarking; tracks progress to assess growth and readiness.

Tool	Description/Purpose	Relationship to Outcomes
Learning Styles Inventory (multiple tools) (OSY & ISY)*	Identification of participants' preferred style(s) of learning and suggested strategies to maximize student learning based on style; informs Career Advisors regarding the most appropriate methods to communicate with and guide youth.	Encourages academic progress toward GED/diploma attainment and literacy/ numeracy gains.

* OSY = Out-of-School Youth; ISY = In-School Youth

2.4.6.1 Out-of-School Youth

The goal of the up-front assessment is to determine the youth's current interests, aspirations, and needs in order to develop a program plan that builds upon his/her strengths and addresses his/her weaknesses. It also serves as a baseline to determine the youth's progress toward specific skill-related goals and performance outcomes. ACYR utilizes a variety of assessment tools and methodologies to evaluate the participants' skills, interests, achievements, and personal circumstances. These include the Test of Adult Basic Education (TABE), Standardized Work Readiness Skills Assessment (State of Arizona), Career Decision Making Assessment (*American Guidance Service*), and several varieties of learning styles inventories. Values inventories are also included. In addition to the TABE, out-of-school youth who have not completed high school will have available the McGraw-Hill and Steck-Vaughn GED Practice Tests and the Steck-Vaughn GED Predictor Test to determine their degree of readiness to prepare for the GED.

As necessary, assessment for out-of-school youth with potential learning disabilities, and for whom a recent Individualized Education Plan (IEP) is not available, will be provided in-kind by the ACYR Center of Excellence Charter High School Special Education Teacher. The Woodcock-Johnson battery of tests will be used, the results of which will inform the students' instruction and accommodated testing. A trained psychologist (provided in-kind) will administer the WAIS test for students who need accommodated GED testing.

ACYR will utilize the Ansell-Casey Life Skills Assessment (ACLSA) to determine youths' independent living skills, ability to perform daily living tasks, knowledge of housing and community resources, money management, social development, and work & study habits, providing valuable information to inform subsequent services.

Career Advisors will assume the primary responsibility for both upfront and on-going assessments, including the diagnostic TABE Level E, M, D, and A, and the assessment to determine the need for work readiness skill training. Career Advisors are trained by the ACYR Adult Education Program Manager in TABE administration. They will also communicate with the providers of education services and occupational training to obtain assessment information with respect to progress toward basic skills upgrading, high school graduation, GED preparation, and/or specific occupational skills. To ensure the reliability of assessment data, different forms of the norm-referenced TABE will be administered for the Basic Skills pre- and post-assessments. Since Work Readiness and Occupational Skills assessments are criterion-referenced, different forms are unnecessary.

2.4.6.2 In-School Youth

The foundational assessments for In-School youth include the Test of Adult Basic Education (TABE), Standardized Work Readiness Skills Assessment (State of Arizona), and Career Decision Making Assessment (*American Guidance Service*). Inventories that provide the youth and program staff with information in relationship to learning styles and values are also incorporated in the up-front assessment, as is the Ansell-Casey Life Skills Assessment (ACLSA), which evaluates independent living skills, ability to perform daily living tasks, knowledge of housing and community resources, money management, social development, and work & study habits.

The Objective Assessment activity will provide information on the youth's current interests, aspirations, and needs, resulting in a service strategy that will maximize his/her assets to address limitations s/he may be experiencing. If an In-School youth has been identified as having special learning needs and has a current (within 6 months) Individualized Education Plan (IEP), that plan may be used to assess his/her Basic Skills ACYR program staff will communicate with the youth's teachers and/or parents to determine his/her status and request a copy of the IEP. If the IEP indicates a basic skills deficiency, program staff will include that information in the youth's assessment results and uses the plan as a basis for setting basic skills goals. Career Advisors will assume the primary responsibility for both upfront and on-going assessments, including the diagnostic TABE Level E, M, D, and A; and the assessment to determine the need for work readiness skill training. They will also communicate with the providers of education services and occupational training to obtain assessment information with respect to progress toward basic skills upgrading, high school graduation, GED preparation, or specific occupational skills. To ensure the reliability of assessment data, different forms of the norm-referenced TABE will be administered for the Basic Skills pre- and post-assessments. Since Work Readiness and Occupational Skills assessments are criterion-referenced, different forms are unnecessary.

2.4.7 Individual Service Strategy

This includes an individual competency-based training plan for the Youth participant who shall include an employment/training goal, appropriate achievement objectives and the appropriate combination of services, education and training for the youth based on the data provided by objective assessment. Decisions made and outlined within the ISS are to be done in partnership with the participant and need to incorporate the mandated WIA program elements.

The Individual Service Strategy (ISS) is the culmination of the Objective Assessment activity and is the initial step in plotting the participant's path through the activity options offered in the proposed program design. The ISS is mutually formulated by the participant and Career Advisor, is based on information obtained during assessment, and focuses on the *requirements* for self-sufficiency and the occupational demands of the labor market. The plan provides a realistic picture of the youth's commitment to the program and approximately how long s/he will be invested with the program. It will also act as a measure of program accountability, as information in the ISS will serve to justify decisions made regarding participant training, services, and referral to other programs and/or supportive services.

Career Advisors and participants will periodically (at least every 30-45 days) review the ISS to determine the effectiveness of the plan and assess the youth's progress in relationship to goals. Revisions will be made as needed to ensure training is provided in the *appropriate* sequence in response to on-going assessment results and changing needs/circumstances.

2.4.7.1 Out-of-School Youth

Each youth will meet with his/her assigned Career Advisor during the Objective Assessment activity to establish goals based on assessment results, develop a strategy to meet those goals, and understand the specific steps, supports, actions, and mutual expectations during the program. Parents, parole officers, and caseworkers from other agencies may also have input into the plan, but the youth will ultimately be responsible for the final plan. The outcome of these efforts will be a specific and detailed plan of action for the youth to achieve his/her goals through an appropriate mix and sequence of training and services to address barriers and training needs.

2.4.7.2 In-School Youth

During the Objective Assessment activity, the youth and his/her Career Advisor will mutually develop the youth's ISS, a specific and detailed plan of action for the youth to achieve his/her goals. Parents, parole officers, and caseworkers from other agencies may also have input into the plan, but the youth will ultimately be responsible for the final plan.

The ISS will include a review of assessment results, articulated goals based on the assessment, and specific steps, supports, and actions that will lead to goal attainment. The plan will serve as a road map for the youth's participation, clearly outlining the mix and sequence of training and services to address barriers and training needs, and establishing mutual expectations for program participation.

2.4.8 Skill Attainment Training

This includes measurable increase or proficiency in basic skills, work-readiness and occupational skills training for all WIA eligible youth. In order to provide comprehensive workforce development services, all eligible youth should be assessed for deficiencies in one of the three skill attainment areas regardless of age. A core indicator of performance for younger youth (ages 14 – 18) under WIA is the younger youth skill attainment rate. For all younger, in-school and any appropriately assessed out-of-school youth, a minimum of one goal per year (participant year) is required. All youth regardless of age must receive skill attainment training in one of these three areas below, based on individual needs:

The primary focus of skill attainment training is the development of work readiness, basic education, and/or occupational skills that will contribute to the youth's long-term employability. While "Skill Attainment" is a reportable outcome for younger youth (14-18), *demonstrated* attainment of essential skills is an important factor in determining all youth's readiness for entry into postsecondary education/training or employment. Therefore, ACYR's program design includes these activities for any youth enrolled in the program whose pre-assessed skill levels indicate a need for skill development.

Basic Education Skills are defined as those academic skills and abilities necessary and/or beneficial for a person to function successfully in an employment environment. Basic academic areas are Reading Comprehension, Math Comprehension, Language (ESOL participants) and Writing. All participants who are determined to be basic skills deficient (defined as having English, Reading, Writing or Computing Skills at 8.9 or less on a generally-accepted standardized test or a comparable score on a criterion-referenced test) must attend basic skills training. Language (ESOL) participants must be assessed by a pre- and post- assessment until that participant has indicated that they no longer need ESOL services.

ACYR will ensure the provision of Basic Education Skills training to all program participants, whose academic assessment results indicate English, reading, writing, or computing skill levels below 8.9. Instruction leading to basic education skill attainment is leveraged through collaborations and partnerships with high schools and adult education programs. Basic Education Skill attainment takes three forms:

- Literacy and Numeracy – an increase of at least one grade level in reading, computation, or language arts;
- Required Education – successful completion of coursework and attainment of high school credit, or
- demonstrating proficiency in AIMS (meets or exceeds standards), or obtaining a high school diploma or GED;
- English for Speakers of Other Languages (ESOL) – completing ESOL programming and demonstrating, through assessment, that ESOL services are no longer necessary.

2.4.8.1 Out-of-School Youth

Education services leading to skill attainment for dropouts will typically take one of several forms, depending on his/her education status, individual circumstances, and functional level of basic skills. Whenever appropriate and possible, youth who have dropped out of school will be encouraged to re-enroll in their local high school. This is the optimum course of action for youth who have a reasonable expectation of graduating with their cohort class, were progressing adequately in a traditional school setting, or who have not been expelled or placed on long-term suspension. Enrollment in an alternative high school within the youth's school district or at a Charter school is an option if the youth is in need of an accelerated graduation plan often offered by these schools, requires

a non-traditional educational environment to maximize learning, or his/her behaviors preclude re-enrollment at his/her local high school.

Enrollment in an Adult Education program will provide educational opportunities for youth who elect not to re-enroll – or are barred from enrollment – in a traditional high school or alternative high school setting. Adult Education services are also the preferred option for out-of-school youth who have received a secondary school diploma or its equivalent but are basic skills deficient. Career Advisors will work with each youth to determine the most appropriate option based on the youth's circumstances, educational history, and proximity to high school completion.

The ACYR Adult Education program, through an Arizona Department of Education grant, will reserve 75 classroom slots for youth who require adult education services and GED preparation. Adult Education services can also be accessed through any one of several Adult Education programs throughout the City of Phoenix (Rio Salado, Friendly House, Literacy Volunteers of Maricopa County). Additionally, ACYR has available a formal distance learning program that allows learners to study basic skills and GED preparation skills in an on-line environment. Students attend a four hour assessment and orientation, after which they receive the McGraw-Hill *GED Interactive* program disk to load on their home computer. Students will also have available access to *Skillstutor*, an on-line basic skills development curriculum. The distance learning instructor has access to the students' records in both the McGraw-Hill and *Skillstutor* program, and is able to offer suggestions and advice via mail within the GED Interactive program, or via regular e-mail.

Youth preparing for the GED or needing basic skills upgrading will have a variety of additional resources available to them through the ACYR Adult Education program, including:

- Individualized units of instruction that youth will be able to link with through the ACYR website,
- “*Bridges*”, a career planning and integrated skill building internet-based program,
- *Vocabulary Connections* texts and supplemental phonics programs for beginning readers, and
- Steck-Vaughn's pre-GED and GED and Mc-Graw Hill's Pre-GED and GED texts for home study.

Career Advisors will be responsible for coordinating its provision, communicating skill attainment goals and developing a specific educational plan with schools/adult education programs, and monitoring progress toward skill attainment outcomes. In all cases, Career Advisors and youth will mutually establish specific basic skills goals. Training objectives and evaluation of achievement will be clearly outlined to promote interim goal attainment and provide numerous opportunities for success.

2.4.8.2 In-School Youth

The focus for in-school youth is to ensure they remain in school and graduate. Therefore, ACYR's role is often one of an intermediary and advocate for the youth with his/her teachers, guidance counselors, or social workers at the school in which the youth is currently enrolled. By communicating assessment results with school personnel and parents, the student will reap the benefit of a number of concerned adults encouraging their academic success, completion of school, and transition to postsecondary education.

Once enrolled in an education activity, Career Advisors will work closely with the youth's instructors to monitor the youth's progress. They may also arrange for one-on-one tutoring through the agency's Volunteer Coordinator, or connect the youth with *Skillstutor*, a web-based tutoring program to which ACYR subscribes. *Skillstutor* allows youth to access reading, language, and core subject tutoring from any online computer. Each lesson builds upon the areas youth have mastered in previous lessons and identifies

concepts that are difficult for the youth to grasp. The *Skillstutor* program allows the Career Advisor to monitor the time spent and the number of lessons completed by a specific participant and provides feedback on areas of mastery and needed improvement.

The program will be able to assist in-school youth with credit recovery strategies through technology/web based high school courses (OdesseyWare) available in-kind through ACYR's Center of Excellence Charter High School. Participants will be able to access these courses as a supplement to regular classes. Career Advisors will communicate with the youth's high school of record to arrange for credit transfer.

Occupational Skills encompass the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advanced levels. Secondary occupational skills entail familiarity with and use of set-up procedures, safety measures, work-related terminology, record keeping and paperwork formats, tools, equipment and materials, and breakdown and clean-up routines.

Occupational skills training will be structured to conform to requirements in the Arizona Skill Attainment System, which delineates two strategies: 1) on-site skills development, and 2) classroom-based skills development.

2.4.8.3 Out-of-School Youth

Classroom-based skills training may be the appropriate option for older (19-21 years of age) Out-of-School youth who are:

- a dropout at the time of registration but who obtain a GED during participation; or
- are basic skills deficient at the time of enrollment despite having a secondary credential and are
- currently disconnected from the labor market and/or postsecondary education.

A classroom-based approach may also be appropriate for younger Out-of-School youth once they near 18 years of age, as they will have greater employment opportunities once Child Labor Laws no longer apply. Classroom-based skill training occurs in a classroom environment and is provided by training institutions that have met the standards to be included on the Eligible Training Provider List (ETPL). Career Advisors will work with participants to enter training for occupations in demand in the local labor market and/or based on the needs of local employers. Career Advisors will assist the youth in identifying appropriate vocational/technical schools that provide classroom training in the youth's area of interest. Career Advisors will communicate regularly with youth while they are in training and provide performance coaching and supports throughout.

The youth's Career Advisor will communicate with the classroom instructor to identify essential primary and secondary occupational skills that will be taught, specific training objectives, and a training plan. Participant progress will be assessed on a continuous basis throughout the training. Training duration and/or methodology will be modified as necessary in order to provide the opportunity for skill attainment.

An on-site strategy may be more suitable for younger Out-of-School youth who: 1) have returned to a traditional education setting; or 2) will not reach 18 years of age prior to program completion. On-site occupational skills training typically occurs during the work experience activity.

Once an appropriate on-site training experience is identified, the Business Services Specialist and/or Career Advisor will communicate with the worksite supervisor to identify a minimum of six employer-specific occupational skills, training objectives, and a training plan that will result in demonstration of proficiency in the particular job. The skills and training plan will be articulated in a formal worksite training agreement and worksite supervisors will receive training in approaches and strategies to facilitate learning on the job. As with classroom-based training, the duration of training and/or

specific training strategies will be modified as necessary in order to provide the greatest opportunity for the youth to become proficient.

The occupational skills training activity (skill attainment) will serve a dual function in the scope of the program design. In addition to the provision of training in a specific occupation, work experiences and classroom vocational skill training will be structured to train and evaluate work readiness skills 7 – 12. Specific objectives that correspond to these skills will be included in the youth's work experience training agreement or discussed in detail with the classroom vocational skills instructor. Following training and practice, participants will be evaluated on their ability to demonstrate skills 7 – 12 over a designated period of time.

In both on-site and classroom-based training, participant progress will be assessed on a continuous basis. Training duration and/or methodology will be modified as necessary in order to provide the opportunity for skill attainment.

2.4.8.4 In-School Youth

On-site training is the likely occupational skill attainment option for In-School youth at the lower end of the younger youth category (e.g., 14-17). For these youth, the on-site training will occur during the work experience activity. Once an appropriate on-site training experience is identified, the Business Services Specialist and/or Career Advisor will communicate with the worksite supervisor to identify a minimum of six employer-specific skills, training objectives, and a training plan that will result in demonstration of proficiency in the particular job. The skills and training plan will be articulated in a formal worksite training agreement. Worksite supervisors will receive training in approaches and strategies to facilitate learning on the job.

A classroom-based approach may be the most appropriate activity for In-School youth once they near 18 years of age, as they will have greater employment opportunities once Child Labor Laws no longer apply.

Classroom-based skill training occurs in a classroom environment and is provided by training institutions that have met the standards to be included on the Eligible Training Provider List (ETPL). Career Advisors will work with participants to enter training for occupations in demand in the local labor market and/or based on the needs of local employers. Career Advisors will assist the youth in identifying appropriate vocational/technical schools that provide classroom training in the youth's area of interest. Career Advisors will communicate regularly with youth while they are in training and provide performance coaching and supports throughout.

The youth's Career Advisor will communicate with the classroom instructor to identify essential primary and secondary occupational skills that will be taught, specific training objectives, and a training plan. Participant progress will be assessed on a continuous basis throughout the training. Training duration and/or methodology will be modified as necessary in order to provide the opportunity for skill attainment.

The occupational skills training activity (skill attainment) will serve a dual function in the scope of the program design. In addition to the provision of training in a specific occupation, work experiences and classroom vocational skill training will be structured to train and evaluate work readiness skills 7 – 12. Specific objectives that correspond to these skills will be included in the youth's work experience training agreement or discussed in detail with the classroom vocational skills instructor. Following training and practice, participants will be evaluated on their ability to demonstrate skills 7 – 12 over a designated period of time.

Participant progress will be assessed on a continuous basis throughout the training. Training duration and/or methodology will be modified as necessary in order to provide the opportunity for skill attainment.

Work Readiness Skills include world of work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making and job search techniques (resumes, interviews, applications and follow-up letters). They also encompass survival/daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account and using public transportation.

Work Readiness Skills also include positive work habits, attitudes and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability and assuming the responsibilities involved in maintaining a job. Youth must be exposed to and attain all Work Readiness Skills listed below:

Work Readiness 1-6

1. *Making Career Decisions*
2. *Using Labor Market Information*
3. *Preparing Resumes*
4. *Filling Out Applications*
5. *Interviewing/Follow-up Letters*
6. *Survival/Daily Living Skills*

Work Readiness 7-12

7. *Being Consistently Punctual*
8. *Maintaining Regular Attendance*
9. *Demonstrating Positive Attitudes/Behavior*
10. *Presenting Appropriate Appearance*
11. *Exhibiting Good Interpersonal Relations*
12. *Completing Task Effectively*

ACYR has developed and utilizes a work readiness skills curriculum specifically aligned with the Arizona Skill Attainment System and cross-walked with the Arizona Department of Education Workplace Skills Standards. The curriculum is formulated to address the specific learning objectives (indicators) delineated in the skill attainment system/workplace standards and is often supplemented with *Skillstutor* Employability Skills Online, a web-based work readiness curriculum and assessment system also cross-walked with the Arizona Department of Education Workplace Skills Standards.

Work Readiness Training is naturally divided into two distinct components for both Out-of-School and In-School youth:

- *Skills 1 – 6*, which focus on career and personal awareness, understanding and accessing the labor market, daily living skills, and job seeking skills, and
- *Skills 7 – 12*, which address the “soft skills” that are critical to maintaining productive employment and which employers consistently bemoan as lacking in the emerging workforce.

ACYR’s methodology is to provide activity-based classroom instruction to address skills 1 – 6 and combine this instruction with either a work experience or training in basic education or occupational skills to use these activities to assess the participant’s ability to demonstrate skills 7 – 12 in use. This is consistent with principles of competency-based learning and instruction as well as national field studies indicating that job-keeping skills are most effectively trained and measured in a work or simulated work environment. Therefore, whenever possible, the classroom portion of work readiness skills training will be followed by a paid or unpaid work experience or during a structured education/training activity designed to provide hands-on training in skills 7 –12 and evaluation of same.

ACYR Career Advisors are the primary deliverers of work readiness training to ensure that the specific requirements for skill attainment are met. Collaborating business partners will offer additional workshops in interviewing, applications, work attitudes and behaviors, and resume development to reinforce learning objectives and provide an essential employer perspective. Community College partners will also offer supplemental workshops that provide for exploration of industry clusters and postsecondary opportunities. Rio Salado will include participants in “College Success” classes and

Gateway Community College will coordinate campus tours to expand educational aspirations and horizons for program participants.

2.4.8.5 Out-of-School Youth

Work Readiness Training is a scheduled activity for all Out-of-School participants whose pre-assessed levels of proficiency in work readiness skills indicate a need for this training. Participation in this activity can occur at any time following Objective Assessment and is determined by participant need and the sequence of activities outlined in the ISS. Since immediate employment is what initially draws many Out-of-School youth to the program, Work Readiness Skills training will often be provided directly following the Objective Assessment activity to ensure the youth possesses adequate skills to get and keep a job. The duration of training will vary, based on the participant's learning pace, degree of deficiency and program goal(s) but will most likely move quickly to maintain the youth's motivation.

2.4.8.6 In-School Youth

In-School youth whose pre-assessed levels of proficiency in work readiness skills indicate a need for this training will participate in modular, competency-based instruction to address work readiness skills 1 – 6, typically as an after-school activity at the school they attend. Integrated throughout the training are instruction and activities that focus on the cognitive development of skills 7 – 12. Emphasis is placed on values clarification, self perception, motivation and employer expectations, and the practical application of these skills are discussed in relationship to the world of work.

A focused and coherent case management strategy is key to participant success and critical to meeting program goals and performance measures. Case management occurs throughout program participation and is designed to provide the youth with the direction and guidance necessary to enhance opportunities for success.

Career Advisors are responsible for documenting the delivery of services, progress toward goals, and goal attainment. This is accomplished through ISS development and revision, as well as case notes maintained in VOS and the participant's case files. Career Advisors in the field will have access to lap-top computers to maintain timely documentation.

Case management will include links to supportive services specific to individual youth's needs, interaction with classroom and on-site training staff, interaction with other professionals or family members having influence with the youth, and performance coaching/counseling. Counseling will normally occur on a one-to-one basis, although participants experiencing the same employability-related problem may be counseled in a group setting to encourage participant interaction and achieve problem resolution. Case management services/counseling will normally be conducted at the youth's training site or designated local service site (e.g., One-Stop, community center, recreation center, etc.). Performance coaching will occur at the youth's occupational skills training site and will include interaction with on-site training staff/supervisors.

2.4.9 Follow-up Services

This element ensures continuity of services and progress towards achievement of participant's goals and performance outcomes. The types of follow-up services provided must be based on the needs of the participant. ACYR will provide follow-up services for a minimum period of twelve (12) months after exit from the programs.

Follow-up services include, but are not limited to:

2.4.9.1 *Leadership development activities.*

- 2.4.9.1.1 *Regular (at least once a quarter) contact with the participant's employer, including addressing work-related programs that arise.*
- 2.4.9.1.2 *Assistance with securing better paying jobs, career development and further education.*
- 2.4.9.1.3 *Work-related peer support groups.*
- 2.4.9.1.4 *Adult mentoring.*
- 2.4.9.1.5 *Tracking the progress of youth in employment after training.*
- 2.4.9.1.6 *Assistance with remaining in and completing school.*

ACYR will provide focused follow-up and retention activities to ensure youth are provided with the necessary supports and services following program completion and transition to post-exit status. These services are consistent with a sound understanding of youth development principles: adolescents and young adults are at a stage of their development in which they “try out” different approaches to becoming independent. As such, they often change course with regard to goals, employment, education/training, and personal relationships. The requirement for a minimum of 12 months of follow-up services, therefore, can contribute to continued growth and development of the participant, as well as recognize the “minefields” that is naturally inherent as young people transition to responsible adulthood.

ACYR has organized an active Alumni Association that meets quarterly to connect with other former ACYR students and participants to network, provide peer-to-peer support and mentoring, and coordinate community service projects. Out-of-School and In School youth who have exited the program will have the opportunity to attend these gatherings, develop relationships with alumni who are established in the business community, and demonstrate their leadership through civic engagement.

2.4.9.2 **Out-of-School Youth**

On an individual basis, each Career Advisor will maintain responsibility for providing follow-up services to the Out-of-School youth on their caseload. Career Advisors will maintain regular (at least monthly) contact with participants, supervisors, and/or training/education providers to monitor the youths' status, identify and provide necessary supports, and trouble-shoot as needed. Program Support Staff will assist in effecting these contacts and obtaining necessary information and documentation. Additional contact may be necessary in order to promote the youth's continued success.

Effective follow-up will help in identifying issues that may negatively impact continued employment, training, or postsecondary education. If problems exist, with day care, transportation, purchasing work clothing or tools, etc., the program can assist with appropriate supportive services. Other interventions to encourage stability with regard to post-exit status may include re-training, job search assistance, navigating the legal and health care systems, and assistance with college financial aid applications.

WIA program management staff and Career Advisors will plan and implement general follow-up activities designed to emphasize post-exit services that will increase the likelihood of positive retention-related performance. Maximizing program performance must focus on retention/post-exit strategies, as status during the 1st and 3rd quarters following program exit is key to both the younger and older youth performance measures. For example, “job club” activities will provide opportunities for youth to talk about work-related issues and share problem-solving ideas; financial literacy workshops will assist in budgeting, using credit wisely, and financial planning; and career fairs will assist youth in connecting with employment opportunities.

Staff will also host quarterly recognition ceremonies that celebrate participant successes, progress, and positive community actions. Family/significant others, community officials, and representatives from linking organizations will be invited to recognize the youths' accomplishments, and acknowledge their contributions to the community and their own growth and development.

2.4.9.3 In-School Youth

Follow-up services for In-School youth may mirror those services provided to Out-of-School youth depending on the youth's status at program exit. Older In-School youth who have transitioned to employment or postsecondary education/training will receive the same intensity with regard to direct monthly contact and communication with supervisors and/or training/education providers to monitor the youths' status, identify and provide necessary supports, and trouble-shoot as needed. Career Advisors will assume this responsibility, assisted by Program Support Staff, who will assist in effecting these contacts and obtaining necessary information and documentation.

If regular contact suggests that there are issues that are negatively affecting continued employment, training, or postsecondary education, Career Advisors will intervene. For example, if the youth is experiencing problems with day care, transportation, purchasing work clothing or tools, etc., the program will assist with appropriate supportive services. Other interventions to encourage stability with regard to post-exit status may include retraining, job search assistance, navigating the legal and health care systems, and assistance with college financial aid applications.

In-School youth who are employed or enrolled in postsecondary education/training will be offered post-exit activities designed to emphasize post-exit services that will increase the likelihood of positive retention-related performance. Maximizing program performance must focus on retention/post-exit strategies, as status during the 1st and 3rd quarters following program exit is key to both the younger and older youth performance measures. "Job club" activities will provide opportunities for youth to talk about work-related issues and share problem solving ideas; financial literacy workshops will assist in budgeting, using credit wisely, and financial planning; and career fairs will assist youth in connecting with employment opportunities.

In-School youth who are still attending high school may require different supports, such as continued tutoring, assistance with applying for initial financial aid for college, and additional career exploration. In addition to these individual services, In-School youth will have the opportunity to attend quarterly recognition ceremonies that celebrates participant successes, progress, and positive community actions. Family/significant others, community officials and representatives from linking organizations will be invited to recognize the youths' accomplishments, and acknowledge their contributions to the community and their own growth and development.

2.5 ADDITIONAL PROGRAM SERVICES

Additional program services and elements are generally provided through collaborative efforts and informal partnerships, leveraging existing resources to maximize benefits and reduce costs. ACYR's role is to access and coordinate the delivery of services, ensure services are consistent with the youth's ISS, maintain contact with the collaborating organization and youth to assess progress, and document service delivery and outcomes through case notes.

ACYR will make the following program services available to eligible participants directly or through linkages and collaboration with other local entities.

2.5.1 Improving/Educational Achievement:

2.5.1.1 Tutoring and Study Skills Training:

This element promotes improvement of the basic and study skills which lead to better test scores and overall academic performance. ACYR will structure tutoring and/or study skills training to ensure intensive individualized assistance for youth in need of remediation or skills improvement.

The ACYR Adult Education program subscribes to *Skillstutor*, a web-based tutoring program that allows youth to access individualized tutoring from any online computer, and available in English and Spanish. Each lesson builds upon the areas youth have mastered in previous lessons and identifies concepts that are difficult for the youth to grasp. *Skillstutor* allows instructors and program staff to monitor the time spent and the number of lessons completed by a specific participant and provides feedback on areas of mastery and needed improvement. *Skillstutor* also have available several modules devoted to study skills, which will be used to address critical skills such as note taking test anxiety, goal setting, remembering, managing time, listening in class, and test-taking strategies. This resource will be made available to partners providing instruction, tutoring, and study skills training to youth enrolled in the program.

2.5.1.1.1 Out-of-School Youth

Tutoring for Out-of-School youth who were considered dropouts at the time of enrollment but have returned to a secondary school setting will be accessed through the students' school whenever possible. Career Advisors will work closely with instructors and tutoring programs within the youth's school setting to ensure that the necessary services are provided to allow the youth to progress in the acquisition of basic skills, AIMS proficiency and/or toward graduation. Career Advisors will ensure that school-based tutors have information about and access to the on-line *Skillstutor* program, providing additional resources for the school-based approach. If on-campus tutoring is unavailable or not complimentary to the needs of the youth, the Career Advisor may assist in accessing other tutoring services or summer school. If other resources are unavailable, Career Advisors may assume the responsibility of setting up a *Skillstutor* account for the student and monitoring their progress.

Out-of-School youth preparing for the GED or needing basic skills upgrading will have a variety of additional resources available to them through the ACYR Adult Education program, such as individualized units of instruction that youth will be able to link with through the ACYR website and Steck-Vaughn's pre-GED and GED and Mc-Graw Hill's Pre-GED and GED texts for home study. Career Advisors who identify tutoring needs of youth who are enrolled in postsecondary education/training opportunities will assist the youth in accessing tutoring available through the postsecondary institution. Career Advisors will connect with the school's Student Services department to coordinate the provision of targeted assistance.

2.5.1.1.2 In-School Youth

Tutoring will be available to In-School youth through two primary strategies. First, Career Advisors will work closely with instructors and tutoring programs within the youth's school setting to ensure that the necessary services are provided to allow the youth to progress in the acquisition of basic skills, AIMS proficiency and/or toward graduation. Career Advisors will ensure that school-based tutors have information about and access to the on-line *Skillstutor* program, providing additional resources for the school-based approach.

If on-campus tutoring is unavailable or not complimentary to the needs of the youth, the Career Advisor may assist in accessing other tutoring services or summer school. If other resources are unavailable, Career Advisors may assume the responsibility of setting up a *Skillstutor* account for the student and monitoring their progress with regard to study skills training. ACYR offers a 3-hour study skills workshop appropriate for all participants. *Skillstutor* also has available several modules devoted to study skills, which will be used to address critical skills such as note-taking, test anxiety, goal setting, remembering, managing time, listening in class, and test-taking strategies. Other web-based

guides are available at <http://www.how-to-study.com/> and <http://www.studygs.net/> and Career advisors will link youth with these resources as necessary.

2.5.1.2 Alternative Secondary School:

ACYR may refer participants for scheduled alternative educational opportunities that are designed to improve the participant's academic performance and will lead to continuation in secondary school or graduation. ACYR will identify alternative secondary education possibilities (i.e., adult literacy agencies for older youth, etc.) and coordinate the plan for provision of this program element. All out-of-school youth who do not have a GED or high school diploma must enroll in services to attain either a GED or high school diploma.

2.5.1.2.1 Out-of-School Youth

WIA requires that all out-of-school youth who do not have a GED or high school diploma must enroll in services leading to a secondary credential. ACYR's status as a grant recipient of Adult Education Services through the Arizona Department of Education places it in a unique position of strength with regard to connections to alternative secondary school options for Out-of-School youth. ACYR's Adult Education program can provide GED preparation to up to seventy-five (75) youth. As a member of the state-wide Adult Education community, existing linkages with other GED preparation programs will ensure youth will be able to locate alternative education opportunities in close geographic proximity if ACYR's program locations are too distant. Additionally, ACYR has available a formal distance learning program that allows learners to study basic skills and GED preparation skills in an on-line environment.

Alternative secondary school offerings will be accessed for youth for whom this option is the most appropriate based on the age of the youth, the number of credits toward graduation, and their interest in earning a high school diploma. Partnerships and linkages with school districts, charter schools, and other organizations create a sizeable network of alternative school options for youth and include Arizona Agricultural and Equine Center, Life Skills Center, Lighthouse and the Continuing Education Academy in the Tolleson Union High School District, Wickenburg Academy for Achievement, and Phoenix Job Corps. In addition, ACYR's internal alternative secondary education offering, the Center of Excellence Charter High School, provides a direct and immediate resource for youth participants should circumstances require entry into a school setting.

2.5.1.2.2 In-School Youth

In-School youth may need to access alternative secondary school options during the course of their participation as a result of family mobility, disciplinary actions, poor attendance, or other life circumstances. In this event, ACYR will assist the youth in determining the most appropriate educational alternative, based on the youth's current situation. Partnerships and linkages with school districts, charter schools, and other organizations create a sizeable network of alternative school options for youth and include Arizona Agricultural and Equine Center, Life Skills Center, Lighthouse and the Continuing Education Academy in the Tolleson Union High School District, Wickenburg Academy for Achievement, and Phoenix Job Corps. In addition, ACYR's internal alternative secondary education offering, the Center of Excellence Charter High School, provides a direct and immediate resource for youth participants should circumstances require entry into a school setting.

While it is ACYR's goal to encourage In-School youth to remain in a school setting that will lead to earning a high school diploma, individual circumstances (e.g., decision to drop out due to extremely low credits in relationship to age, long-term suspension or expulsion, health or legal issues, etc.) may indicate a GED track would be the most appropriate means to earning a secondary credential. If this occurs, youth may consider enrolling in the ACYR Adult Education program or accessing other GED preparation programs suited to their needs. Additionally, ACYR has available a formal distance learning program that allows learners to study basic skills and GED preparation skills in an on-line environment.

2.5.2 Preparing for and Succeeding in Employment:

2.5.2.1 Summer Employment Opportunities:

ACYR will link summer employment opportunities directly to academic and occupational learning. ACYR will develop employment opportunities that are related to each participant's career goal or integrated into the participant's high school education plan.

ACYR will be responsible for development of summer work sites in public and/or private sector, orientation of work site supervisors and participants, executing work site agreements, maintaining participant timesheets, monitoring work sites and documenting work activities, payment of youth work experience wages at no less than the federal minimum wage rate, completion of I-9 and W-4 forms, and issuing W-2 forms at the end of each year.

A special emphasis will be placed on the design and implementation of contextual, *project-based summer activities* that connect work and learning and that provide opportunities to develop and demonstrate soft skills and competencies.

In partnership with the City of Avondale Next Step program, summer work experience services are provided to Avondale residents ages 16-21 that are either considered in school or out of school youth. Youth selected to participate in the program must *qualify* for WIA and meet the low income *guidelines* as defined by the State of Arizona. The collaboration provides an opportunity to develop valuable workforce readiness skills through WIA, additional training dollars for paid work experiences, and tuition for vocational training. Wages for participants are subsidized by the City of Avondale.

2.5.2.1.1 Out-of-School Youth

This activity will be available to high school dropouts who have returned to a high school setting. Career Advisors who are assigned to training functions will develop appropriate sites that can commit to the varying intensity levels of supervision and training required by each youth. They will also have responsibility for ensuring the completion of work training agreements; supervisor and youth orientation (including timesheet completion procedures); performance coaching, site evaluation, and problem resolution; and documenting work/learning activities. Career Advisors will ensure completion of I-9 (eligibility to work in the United States) and federal and state tax withholding forms. The Resources Manager will complete the E-Verify process before youth begin a paid work experience. Youth will be paid at the prevailing minimum wage upon completion and submittal of accurate time records.

2.5.2.1.2 In-School Youth

This activity will be available to in-school youth during the summer months.

Career Advisors who are assigned to training functions will develop appropriate sites that can commit to the varying intensity levels of supervision and training

required by each youth. They will also have responsibility for ensuring the completion of work training agreements; supervisor and youth orientation (including timesheet completion procedures); performance coaching, site evaluation, and problem resolution; and documenting work/learning activities. Career Advisors will ensure completion of I-9 (eligibility to work in the United States) and federal and state tax withholding forms. The Resources Manager will complete the E-Verify process before youth begin a paid work experience. Youth will be paid at the prevailing minimum wage upon completion and submittal of accurate time records.

2.5.2.2 Work Experiences, Paid and Unpaid:

Work experiences are planned, structured learning opportunities that take place in a workplace for a limited period of time. This element is designed to enable youth to gain exposure to the world of work and its requirements and may include internships and job shadowing. ACYR will develop work experiences that help youth acquire the personal attributes, knowledge, and skills needed to obtain a job and advance in employment. Work experience can provide the youth participant with opportunities for career exploration and skill development not exclusively to benefit the employer. Work experience shall focus around high demand occupations and industry clusters.

Work experience may be subsidized (consistent with wage and hour laws) and may include the following activities:

2.5.2.2.1 Instruction in employability skills or general workplace skills.

2.5.2.2.2 Exposure to various aspects of an industry.

2.5.2.2.3 Progressively more complex tasks.

2.5.2.2.4 Internships and job shadowing (unpaid work experience) – This activity is designed to provide informational training and experience to determine the participant's interest in a specific occupation.

2.5.2.2.5 The integration of basic academic skills into work activities.

2.5.2.2.6 Supported work, work adjustment, and other transition activities.

2.5.2.2.7 Entrepreneurship.

2.5.2.2.8 Other activities designed to achieve goals of work experience.

Work experience can occur in the public, private, for-profit, or non-profit sectors where the objective assessment and individual service strategy indicates that work experience is appropriate. ACYR will be responsible for development of work experiences in public and/or private sector, orientation of work site supervisors and participants, initiating work experience agreements with employer(s), maintaining participant timesheets, monitoring work sites and documenting work activities, payment of wages at no less than the Federal minimum wage rate, completion of I-9 and W-4 forms, and issuing W-2 forms at the end of each year.

Work experiences are intended to provide structured exposure to the requirements of the world of work, an opportunity to demonstrate Work Readiness Skills 7 – 12 and develop on-site occupational skills, an introduction to *opportunities* in targeted industries, and/or opportunities for exposure to specific high-demand occupations. They also often serve to complement academic instruction in which youth may be engaged by providing a context for practical application of these skills.

Work experience sites may be in the public, private non-profit or private sector, and will be developed to provide a meaningful experience that approximates as closely as possible the requirements of a "real-work" situation. Work experiences may be paid or unpaid, depending on the intensity of the experience. Generally, experiences that focus on developing awareness of all aspects of an industry or specific career fields or occupations (e.g., job shadowing, community service) will be unpaid. Work experiences that provide exposure to the world of work and have *job* responsibilities attached to work training agreements will typically be paid experiences. A minimum of 70% of youth work experience opportunities will be in high demand occupations and targeted industry

clusters identified by the Maricopa County and City of Phoenix Local Workforce Investment Areas. Current commitments from employers such as Affordable Dentistry Family, AHCCCS, Glendale Care Center, Immanuel Campus of Care, and Life Care Center at South Mountain will provide career exposure and skill development in the health care industry and advanced business services. Similar negotiations are taking place with Northrup-Grumann (defense, information technology, advanced manufacturing).

Worksite supervisors will receive training in the methodology involved in training and evaluating occupational skills and work readiness skills 7 - 12. Training will also be provided in approaches and strategies to facilitate learning on the job and *encourage* the development of critical soft skills. Participant progress will be assessed on a continuous basis. Training duration and/or methodology will be modified as necessary in order to provide the opportunity for proficiency attainment.

The Business Services Specialist will develop appropriate sites that can commit to the varying intensity levels of supervision and training required by each youth. Career Advisors will have responsibility for ensuring the completion of work training agreements; supervisor and youth orientation (including timesheet completion procedures); performance coaching, site evaluation, and problem resolution; and documenting work/learning activities. Career Advisors will ensure completion of I-9 (eligibility to work in the United States) and federal and state tax withholding forms. The Resources Manager will complete the E-Verify process before youth begin a paid work experience. Youth will be paid at the prevailing minimum wage upon completion and submittal of accurate time records.

2.5.2.2.8.1 Out-of-School Youth

Work experience will be an appropriate activity for Out-of-School youth with little, no, or negative exposure to the world of work. Worksite assignment will be based on the youth's career/vocational interests and aptitudes and relationship to targeted industries/demand occupations, commitments from employers in targeted industries or who employ individuals in high demand occupations, commitments from employers/businesses that offer the best possibility of employment at the completion of training, the worksite's ability to integrate basic academic skills into work/training activities, and appropriate Child Labor Laws.

2.5.2.2.8.2 In-School Youth

Work experience will be an appropriate activity for In-School youth with little, no, or negative exposure to the world of work. Worksite assignment will be based on the youth's career/vocational interests and industries/demand occupations, commitments from employers in targeted industries or who employ individuals in high demand occupations, commitments from employers/businesses that offer the best possibility of employment at the completion of training, the worksite's ability to integrate basic academic skills into work/training activities, and appropriate Child Labor Laws.

2.5.2.3 On-the-job (OJT)

This training provides WIA youth participants the opportunity to receive training while employed and to be paid wages comparable to other employees in similar positions. OJT agreements with Local Workforce Investment Area (LWIA) provide an opportunity for an employer to be reimbursed a percentage of the wages they pay to WIA youth participants, while participants acquire additional job skills. Each OJT contract is designed for a particular participant and the need for training is outlined in the Individual Service Strategy. The ACYR must demonstrate how they will collaborate with businesses in high-demand, high-growth occupations to enhance the career goals of the participant.

The Maricopa Workforce Connections Youth Council will set a minimum percentage standard to ensure that contractors are placing participants in OJT's and WEX's in the identified high-demand, high-growth industry clusters.

2.5.2.3.1 Out-of-School Youth/ In School Youth

On-the-Job Training (OJT) may be a viable occupational training option for Out-of-School youth and In School youth participants who prefer hands-on training experiences to a traditional classroom setting and whose need for this training is outlined in the youth's ISS. The OJT employee is typically assured a job at the end of training while earning an income during the training. The employer provides this training on-the-job in exchange for a reimbursement to compensate for the employer's extraordinary costs associated with training the OJT employee and the costs associated with the lower productivity of the OJT employee. Anticipated performance outcomes as a result of occupational training include *Entered Employment* and *Attained a Credential*.

The Business Services Specialist will develop OJT opportunities with employers in high-demand industries and/or who employ individuals in occupations in demand. Current relationships with employers such as Affordable Dentistry Family, Glendale Care Center, Immanuel Campus of Care, and Life Care Center at South Mountain will provide the foundation to explore OJT opportunities in the health care industry and advanced business services. Negotiations with Northrup-Grumman (defense, information technology, advanced manufacturing) will include the possibility of OJT as a training option.

Employers will agree to provide an individualized, structured training experience for the youth participant. The Business Services Specialist will be responsible for servicing the OJT contract and communicating with the youth's Career Advisor to coordinate any necessary performance coaching or supportive services to maximize the potential for successful completion.

2.5.2.4 Occupational Skills Training

This element includes training youth for a specific occupation related to the local labor market demand or according to the needs identified by local employers. Occupational skills training shall lead to a credential in the field of study (certificate, degree, or diploma) and/or related full-time employment. ACYR shall make every effort to utilize a combination of funding sources to pay for this activity. High demand and industry cluster occupations must be reviewed and explored with participating youth. ACYR will utilize career path programs for all occupational training when appropriate.

Based on availability of funds, consideration for training dollars will be given on a first-come first-serve basis to youth participants whose Individual Service Strategy plan includes training. Qualified trainers are accessed on an approved Eligible Provider List that has been approved by Maricopa County Workforce Development staff.

The occupational skills training component is intended to provide opportunities for participants to develop the technical knowledge and skills to perform tasks required in specific occupations or occupational field. Occupational skills training opportunities provided through the program will focus on occupations in demand in the local labor market and in targeted industries and are generally provided through occupational classroom skills training. In this strategy, training in a specific occupation is provided in a classroom environment by schools, institutions, and other organizations, using industry-validated curriculum. Training will result in a recognized, portable credential, i.e., a certificate, diploma, license, or degree. ACYR will ensure that the youth explores all avenues for grants and financial aid to supplement WIA resources. If the youth is

receiving services through other programs or institutions, training funds will be leveraged whenever possible.

2.5.2.5 Supportive Services

This can include financial or non-financial assistance provided to the participant in the WIA youth program for personal needs and to enable the participant to continue training, retrain or obtain employment. ACYR must make regular contact with the participant for services to be provided. Support services may include, but are not limited to, transportation, childcare, special services, appropriate work attire or work related tools, materials for disabled individuals and linkages to community services.

Supportive services will be available throughout the youth's participation to provide the assistance and support necessary to successfully complete the program and transition to work, postsecondary education, or advanced training. Whenever possible, support services will be accessed through in-kind contributions and/or reduced fees for services in order to maximize limited resources. Collaborative partners have committed their expertise and resources for this purpose.

2.5.2.5.1 Out-of-School Youth/In School Youth

Based on individual participant needs, Career Advisors will assist participants in accessing the necessary supports to enable the youth to successfully complete the program and transition to work, postsecondary education, or advanced training. Support will include assistance with transportation, as necessary, and may also include temporary assistance with other basic needs, such as assistance with shelter, day care, legal services, work clothing and tools, and counseling.

ACYR has implemented internal procedures that require the Career Advisor to justify the needed supports, document how the youth has indicated they will be able to assume responsibility for the support need in the future, and identify non-contract funded resources whenever possible. Requests for support services are submitted to the WIA Programs Manager, who will approve the request, require modification, and/or work with the Career Advisor to identify additional in-kind resources. The Programs Manager will work with the ACYR Business Manager to maintain a master record of support services and the overall cost to the contract.

2.5.3 Career Guidance and Counseling

This element provides the participant with intensive guidance related to career exploration, decision-making, goal setting, personal issues and financial management. If the need is determined appropriate, ACYR may refer the participant to an appropriate organization or counselor who is qualified, experienced and specializes in a particular area. ACYR will be responsible to ensure that, if other sources of funding or services are available, they are coordinated and accessed prior to utilizing WIA funds.

2.5.3.1 Out of School/In School Youth

Effective case management plays a significant role in the provision of comprehensive guidance and counseling, follow-up, and supportive services. Through their personal interaction with the participant, case managers will often identify issues and challenges that may impede progress and success. These may include personal crises, basic needs (food, clothing, shelter), legal issues, medical/dental services, mental health/substance abuse counseling, transportation issues, child care, etc. Participants will be linked with appropriate professionals and/or supporting resources specific to need.

Youth may access weekly workshops at various locations throughout the west valley that will include topics such as "Employer Wants: What Employers Want When Interviewing

and On the Job Site”, “Substance Abuse and Resources”. Representatives from the various Maricopa County Community Colleges and other training institutions are also invited to present to the participants.

Other workforce partners include Jobing.com who can provide interviewing and job search workshops on site in preparation for a job fair. Career Advisors may refer participants to Arizona Saves, offering financial literacy training, and Acorn Housing where youth will be assisted with completing and filing their income tax. Of course, every worksite that accepts a youth for occupational skills training and possible hire is a partner in ACYR’s mission.

Youth will also be referred to qualified agencies for guidance and assistance with personal issues that may impede them from fully availing themselves of the various opportunities that ACYR can offer. These issues must be settled, solved, or circumnavigated before the young person can get on with goals and the steps necessary for attaining them. Homeless youth may be referred to Tumbleweed, Catholic Charities, Florence Crittendon or Save the Family (the referral to a particular agency is based on the specific needs of the youth, i.e. Florence Crittendon for pregnant and/or parenting or Catholic Charities for refugee assistance). Magellan is a referral for mental health problems and the Worthy Institute can assist with family counseling. The Clothing Silo helps with appropriate work garments and Arizona Friends of Foster Children may help with post-secondary training. 1 in 10 is available for gay, lesbian, bisexual, transgender, and questioning youth, offering support, social networking, and guidance. Youth may also speak with a peer or volunteer counselor. In addition to the youth services, 1 in 10 provides staff development training in gender issues. Interfaith Ministries can provide young parents with diapers and baby formula, as well as, food boxes and utility and prescription aid.

ACYR can provide intensive guidance in career exploration, decision-making and financial management through workshops and training. A Career Advisor will assist the youth in determining strengths and needs, and suggest opportunities to enhance both. Classroom-based Work Readiness Skills 1-6, is offered to a group by Career Advisors; these classes may meet two to three times per week. The Career Advisor facilitator may not be the one working with every youth in the class, but s/he confers with other Career Advisors about performance, successes and greater needs. Each youth’s Career Advisor can then reinforce and supplement the classroom learning as needed.

2.5.4 Youth Leadership Development Activities

This element will offer youth development classes and activities to youth participants to develop their skills in career awareness, decision making, communication skills, employment soft skills and becoming active citizens within the local communities. Activities could include:

- 2.5.4.1 Presentations by post secondary and apprenticeship programs*
- 2.5.4.2 Community service projects*
- 2.5.4.3 Communication and leadership training with peers*
- 2.5.4.4 Career and decision making skills*
- 2.5.4.5 Employment soft skills and budgeting presentations*

Many leadership development opportunities are embedded within other program activities throughout the youth’s participation. For example, during work readiness skills training, youth are engaged in activities designed to explore the concept of leadership and identify the personal assets of effective leaders (e.g., self-esteem building, team building, effective communication, decision-making, etc.). They also participate in activities to explore careers and postsecondary education opportunities. Also, the work experience activity incorporates “soft skill” development and positive social behaviors in the context of work.

Leadership *development* services will be provided and/or coordinated by the youth’s Career Advisor as a component of Objective Assessment and direct training services. “The Seven Habits of Highly Effective Teens” is used as a basis for leadership development during Objective

Assessment, providing youth with the opportunity to explore their personal values and examine current “habits of mind” and behaviors in relationship to social norms. During work readiness skills training, Career Advisors will incorporate team building activities, role-playing activities that require youth to use decision-making and problem-solving skills, and opportunities to practice effective work-related communication skills. One-on-one performance coaching during the work experience activity will assist youths in reflecting on their development of “soft skills” and positive social behaviors.

2.5.5 Unique leadership development activities:

Adult Mentoring –*This element assists with the youth’s continued personal development. ACYR will proposers shall offer adult mentoring, other than the contractor’s assigned staff, to all registered participants. ACYR will be responsible for identifying adult mentors who are interested in the advancement of youth in the community. Adult mentoring activities may include, but are not limited to:*

2.5.5.1 *Job shadowing and guidance provided by an adult to assist the participant in increasing his/her academic performance.*

2.5.5.1.1 *Goal-setting*

2.5.5.1.2 *Support meetings to increase the motivation of the youth served.*

2.5.5.1.3 *Career exploration.*

2.5.5.1.4 *World of work and social skills improvement.*

2.5.5.1.5 *Participation in community projects.*

While ACYR’s Career Advisors are not considered as mentors for the purpose of this RFP, their long-term, task-based relationship with youth on their caseload contributes to addressing this critical need for teens and young adults.

2.5.5.2 Out-of-School Youth

GED and occupational skills instructors, counselors, and worksite supervisors frequently fulfill the role of mentors to participants. These adults are often in tune with the youth’s personal situation, understand program goals and objectives, and provide the one-on-one interaction with the participant to teach, guide the decision making process, and provide encouragement and emotional support to assist the youth in achieving his/her goals and objectives.

ACYR also sponsors “Job club” activities that will provide opportunities for youth to talk about life- and work related issues and share problem-solving ideas. Workshops featuring speakers on a wide range of topics, provided at various locations in the west valley, will offer additional connections to adults who will provide important tools that help improve self-esteem, conflict resolution skills, and family dynamics. Career fairs will provide additional opportunities for career exploration.

In addition, ACYR has organized an active Alumni Association that meets quarterly to connect with other former ACYR students and participants to network, provide peer-to-peer support and mentoring, and coordinate community service projects. Out-of-School youth who will soon exit the program will have the opportunity to attend these gatherings, develop relationships with alumni who are established in the business community, and demonstrate their leadership through civic engagement.

2.5.5.3 In-School Youth

Teachers, counselors, and worksite supervisors frequently fulfill the role of mentors to In-School participants. These adults are often in tune with the youth’s personal situation, understand program goals and objectives, and provide the one-on-one interaction with the participant to teach, guide the decision-making process, and provide encouragement and emotional support to assist the youth in achieving his/her goals and objectives.

To provide additional mentoring opportunities and increase positive youth/adult connections, ACYR is collaborating with several community-based organizations, businesses, and schools. 1 in 10, Inc., Affordable Family Dentistry, AHCCCS, Goodwill of Central Arizona, Immanuel Campus of Care, Life Care Center at South Mountain, Life Skills Center, the Phoenix Job Corps Center, and the Worthy Institute have all committed to providing mentoring opportunities. ACYR will formalize these relationships and establish specific referral procedures once a contract is awarded. Additionally, an on-going partnership between the Arizona Call-A-Teen Center of Excellence and Phoenix Youth At Risk (intensive, long-term mentoring) will be available to CoE students enrolled in the program.

In-School youth may also participate in “Job club” activities that ACYR will facilitate, and that will provide opportunities for youth to talk about life- and work-related issues and share problem-solving ideas. Workshops featuring speakers on a wide range of topics, provided at various locations in the west valley, will offer additional connections to adults who will provide important tools that help improve self-esteem, conflict resolution skills, and family dynamics. Career fairs will provide additional opportunities for career exploration.

2.5.6 Job Placement

This element ensures that a participant will be placed in a job and retain employment after taking advantage of one or more program activities such as the completion of a certificate training program, work-readiness training, OJT, etc. It is important to place youth in jobs matching their interest and abilities.

2.5.6.1 Out of School/In School Youth

Job placement represents the culmination of training activities offered through the program. Therefore, job placement activities and strategies are appropriate for all youth ready to enter the labor market.

To maximize participant employment-related outcomes and retention in employment, ACYR’s Business Services Specialist focuses on developing critical relationships with employers that will lead to an effective match between the employer’s needs and the youth’s skills, training, and interests. Participants will access employment opportunities through individual job development efforts conducted by the Business Services Specialist, job fairs held either internally or within the workforce development system, or through implementation of a job search plan generated by the youth and guided by the Career Advisor. Youth for whom employment is a goal will be expected to be actively involved in their job search. They will work closely with Career Advisors with assigned job development responsibility to identify job leads, and arrange and follow up on interviews. Job development efforts will include, but not be limited to:

- Interface with One-Stop Centers to review existing job orders in relationship to the youth’s occupational skills;
- Active linkages with local Community Economic Development Departments to identify openings at new, expanding or relocating companies;
- Review of potential employment opportunities from an internal employer resource roster;
- A general job development campaign; and
- Participant-specific job development from existing and new contacts

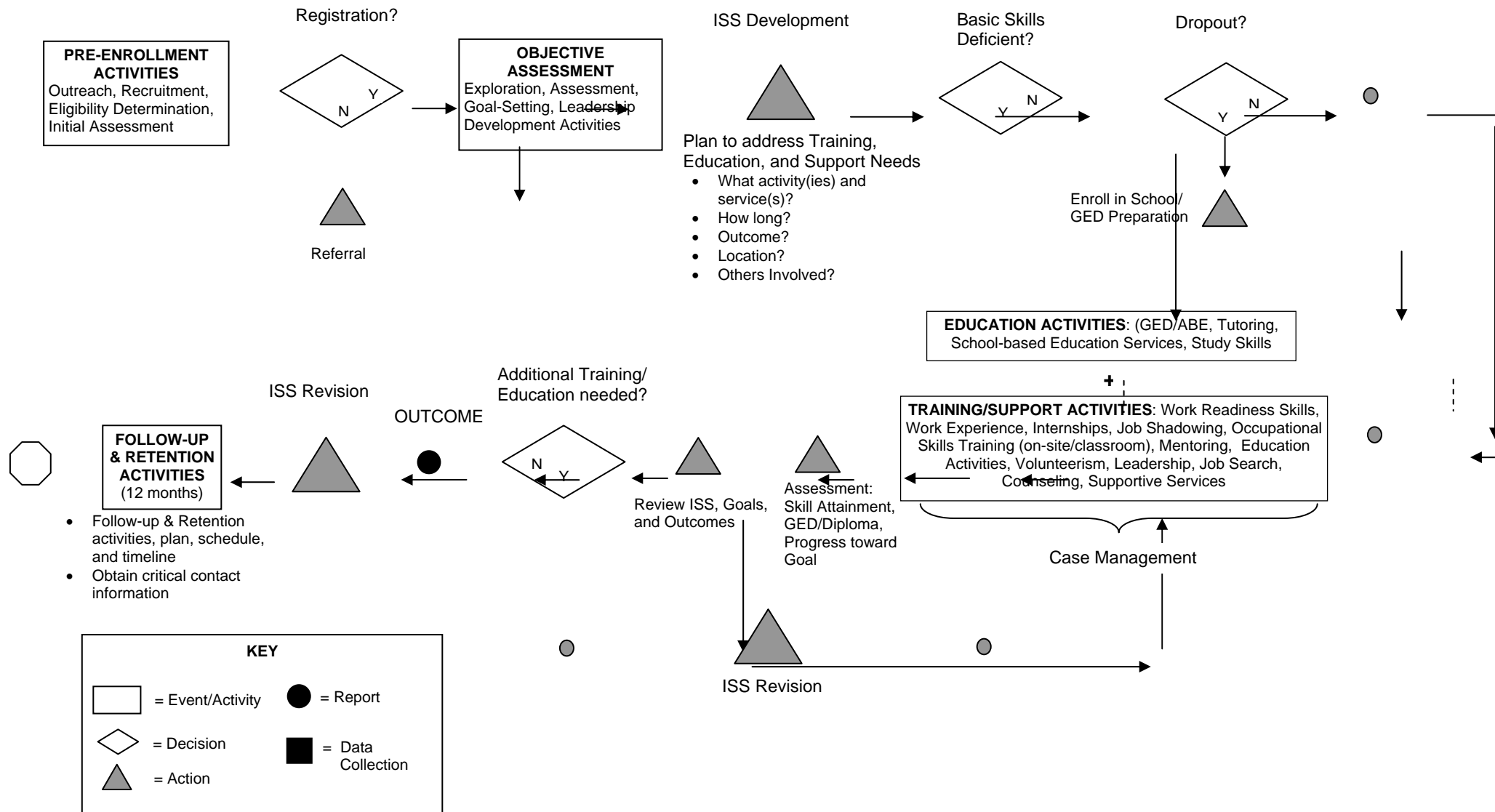
Once appropriate job openings are identified, a date and time for an interview will be arranged that is mutually convenient for the participant and employer. Youth will be given a referral form that contains the date and time of the interview, the employer’s name, address and telephone number, and any special instructions that may be necessary. Twenty-four hour follow-up will be provided to the participant and employer to determine the outcome of each referral/interview, to assist with any problems or misunderstandings that may have occurred, to determine the cause of a negative outcome,

or to arrange for the pre-placement orientation with participants who have secured employment.

2.6 **Participant Flow**

The flow chart on the following page is offered to provide a general, illustrative description of the youth's progress through the program. As indicated previously, the types and sequences of training/education services will vary based on the young person's interests, assessed levels of skills and readiness and personal/environmental issues that may impede successful participation.

PARTICIPANT FLOW



2.7 **Innovative Strategies**

ACYR has incorporated four innovative strategies in the proposed program design that will:

- expand the depth and duration of workforce development services to younger In-School Youth through a sequenced, continuum of activities throughout the student’s high school career;
- expand services to outlying communities through distance learning technology;
- engage youth in an opportunity to provide input into the WIA Youth Program; and
- create a parallel education/occupational skills pathway (“Dual Track”) for Out-of-School youth that will result in attainment of both a GED and occupational certificate.

The strategies are detailed below, with designations as to Out-of-School and/or In-School Youth participation

2.7.1 **Youth Leadership Council (Out-of-School and In-School Youth)**

ACYR will establish a *Youth Leadership Council* for the workforce development system, and is proposing an innovative strategy to accomplish this task. Working with Partners in Participation, LLC, a woman-owned business based in Phoenix that specializes in developing facilitative leadership skills, ACYR will coordinate recruitment, action planning, and training for a group of 10 – 15 youth to become a participatory partner within the greater Phoenix youth workforce development system. A three-phase strategy is planned:

2.7.2 **Consensus Building and Action Planning** – The initial step in developing the Youth Leadership Council (YLC) will involve enlisting a variety of stakeholders in the workforce development system to participate in two workshops to: 1) create a shared vision, goals and objectives for the YLC and set implementation priorities; and 2) develop an action plan for implementation, including determining necessary actions, roles, responsibilities, and timeline. Stakeholders will include youth representing

workforce development service providers and local education agencies as well as adults representing Maricopa County and Phoenix Workforce Connections staff, the Youth Council partners (including secondary and postsecondary education, Job Corps, housing, juvenile justice, and business and industry), parents, and community members.

2.7.3 **Youth as Facilitative Leaders (YFL) Training** – A sub-set of the stakeholders (both youth and adults) represented at the Consensus Building and Action Planning workshops will participate in an in-depth, two-day YFL Training session in the Technology of Participation (ToP ®) facilitation methods. These methods enable productive, respectful discussions, consensus-building and a motivating form of action planning, and will provide a foundation of skills for YLC members to take an active, meaningful role in developing policy and making decisions affecting workforce development. A second training session will likely occur once the initial “core group” is functional in order to expand membership and participation. Both trainings will be delivered by a youth-adult team to model such a partnering dynamic.

2.7.4 **Coaching** – Immediate support following the YFL training will be critical for building confidence in the application of the skills and methods that were learned. Partners in Participation staff will assist the Youth Leadership Council to develop reflective practices around participation, leadership and learning and be a resource for the preparation and debriefing of occasions when individuals or teams facilitate conversations, meetings, or planning sessions.

ACYR will also work to ensure that each council member has an adult partner to assist in understanding and navigating the system they are intending to impact and making valuable connections.

2.7.5 **West Valley Regional Workforce Development Collaborative (In-School Youth)**

A collaborative partnership effort between the Tolleson Union High School District (TUHSD), three cities in the western portion of Maricopa County (Tolleson, Avondale,

and Glendale), and Arizona Call-A-Teen Youth Resources, Inc. (ACYR) will create a comprehensive youth workforce development program on the campuses of Sierra Linda, Tolleson, Copper Canyon, Westview and La Joya High Schools. Services will also be available to students at the Continuing Education Academy (CEA) and Lighthouse, the District's alternative schools. This partnership will provide a wide array of opportunities and supports to TUHSD students who are eligible for services under the Workforce Investment Act (WIA), resulting in ***increased student retention and graduation rates, increased enrollment in postsecondary education, and a well-educated, skilled workforce*** for the high-demand industries in the area.

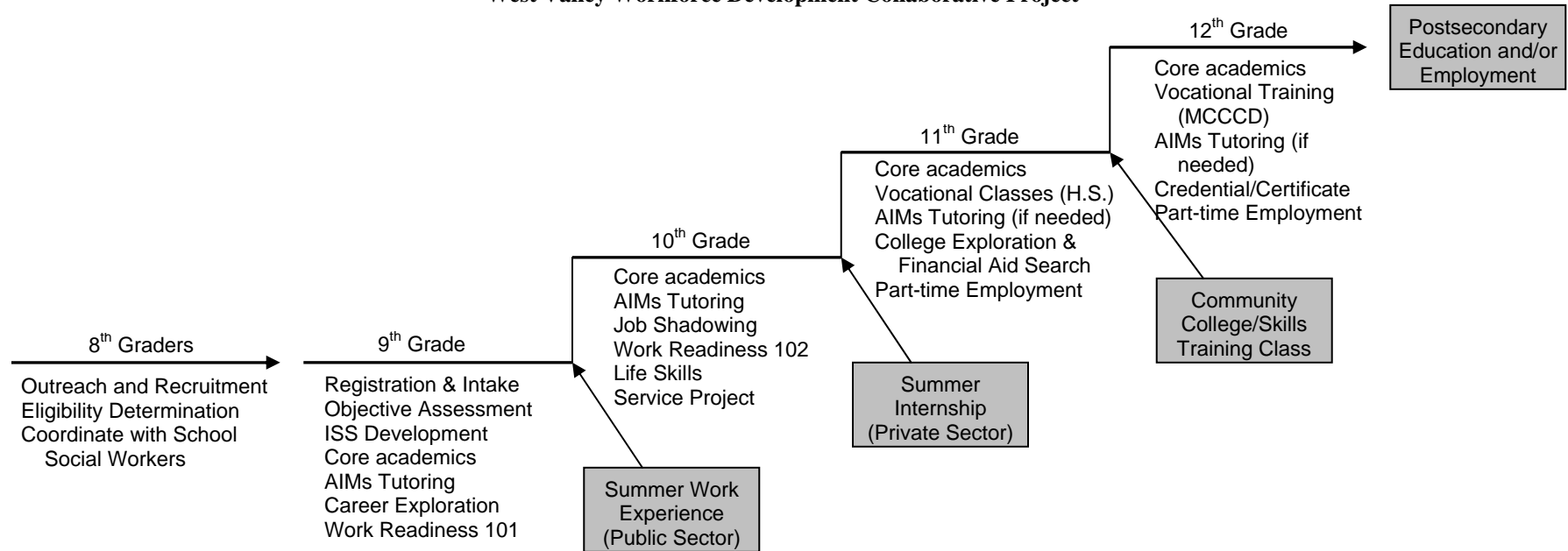
Programming on the TUHSD campuses will consist of two distinct strategies. The first is an innovative approach that provides formal and sequenced opportunities and supports for a group of WIA-eligible high school freshman, and which culminates with high school graduation and entry into postsecondary education/training and/or employment. The second strategy builds on efforts already in place at schools in the District, which serve the general WIA-eligible population of high school juniors and seniors through school specific partnerships.

Importantly, the first effort is a ***long-term intervention***, beginning at the earliest timeframe possible within the confines of WIA requirements by targeting incoming 9th graders, and continuing throughout the youth's high school career. It will also serve to add value to the district's current Sports Medicine and Culinary Arts Programs and implement collaborative training programs in Bio-technology, Performing Arts, Public Safety, and Tourism/ Entertainment. A TUHSD staff person will oversee the project on behalf of the District. One of his/her primary responsibilities will be to generate interest and commitment from local businesses that are supported by the occupational aspect of the program at the various campuses.

Students will generally begin programming in their freshman year; with recruitment efforts taking place at the middle schools that feed into the high school during the spring of the youth's 8th grade year (recruitment at the middle schools will begin in Year 2 due to a contract start date of July 1). Activities during the 9th grade will include Registration & Intake; Objective Assessment; ISS Development; Core Academics; AIMS Tutoring; Career Exploration; and Work Readiness "101". TUHSD will ensure the provision of core academic courses and communicate the students' progress to the ACYR Career Advisor assigned to the school. ACYR will assume responsibility for activities other than core academic courses, with the possible exception of AIMS tutoring, which may be a shared (and coordinated) effort. Students will participate in a paid summer work experience, which will be designed to connect academic learning to the world of work. They will be placed in public sector worksites that are aligned with their career aspirations.

During students' sophomore year (10th grade), core academics and AIMS tutoring will again be offered. Job Shadowing, Work Readiness "102", Life Skills, and a service learning project will supplement academic programming. Paid internships in the private sector, again aligned to career interests, will be arranged for the summer between 10th and 11th grade. In students' junior year there will be a continued focus on core academic skills as well as involvement in pre-vocational courses specific to the training area(s) at the specific high school (provided by TUHSD). ACYR will provide supports with continued AIMS tutoring (if needed), college exploration, and financial aid search activities, referral for part-time employment if appropriate, and continued career advisement. During the summer after 11th grade, youth may either work in an occupation related to training/career interest or participate in college-level courses arranged with Estrella Community College/Southwest Skill Center. Seniors will complete core academic requirements, co-enroll in occupational or college-level courses in the MCCCCD, receive AIMS Tutoring if needed, and work part-time. Financial aid applications will be finalized and applications for postsecondary education will be submitted. The chart on the following page outlines the scope and sequence of the initiative.

**Scope and Sequence of the
West Valley Workforce Development Collaborative Project**



Year 1: Copper Canyon and Sierra Linda High Schools (Sports Medicine, Performing Arts and Bio-Technology)
 Year 2: + Tolleson H.S. (Culinary and Public Safety) and Tourism/Entertainment at Copper Canyon High School
 Year 3: + La Joya H.S. (Occupational focus TBD)
 Year 4: + Westview H.S. (Occupational focus TBD)

There are two important elements within the program design. First, students may enter at any point in the continuum, providing an opportunity for the general population already being served to take advantage of the more formal nature of the project. Second, the inclusion of CEA and Lighthouse provides a safety net for students who are enrolled in programming at one of the high schools and whose circumstances require assignment to either of the alternative schools. Participation can continue with minimal interruption and youth will be able to return to the structured programming once their circumstances allow.

ACYR staff will be housed on each campus in order to facilitate WIA-specific activities. They will work closely with the school Social Worker to expedite eligibility determination and ensure appropriate assessment and supports. The Parks and Recreation Departments from each city will be involved to generate initial interest among students, and will continue to provide opportunities for physical well-being. The recreation staff will coordinate and staff the creation of a Teen Council. This council will assist staff with planning and implementing community service projects, fundraisers and program activities. Teen Council members also assist staff with identifying the programming trends relevant to the needs of their community.

The project is designed as a district-wide, multi-city effort to engage young people in achieving academic excellence, developing career aspirations and goals, participating in occupational training and postsecondary opportunities, and preparing to enter the workforce in growing area industries. Participating high schools will be phased into the initiative over the course of four years:

Year 1: Copper Canyon and Sierra Linda High Schools (Sports Medicine, Performing Arts and Bio-Technology)

Year 2: Tolleson H.S. (Culinary; Public Safety) & Tourism/Entertainment at Copper Canyon

Year 3: La Joya H.S. (Occupational focus TBD)

Year 4: Westview H.S. (Occupational focus TBD)

Copper Canyon High School currently has a certified **Sports Medicine** Program curriculum on campus. The West Valley Workforce Development Collaborative will create a comprehensive hands-on training program that will allow students to work with local experts and professionals in the sports medicine and related occupations. Work experiences will be sought in collaboration with the incoming spring professional baseball and hockey teams located in Glendale, Peoria, Surprise, Goodyear, and Phoenix (Maryvale). This added experience will potentially provide students who are interested in entering the sports medicine field the additional inspiration and motivation to successfully pursue their goals.

The Tolleson Union High School district currently has a very successful **Culinary Arts** program located on their Tolleson High School campus, with a waiting list of approximately 200 students. Copper Canyon High School also offers this program on campus, and collaborates with the Aramark Arena Food Services Division at Westgate to provide a comprehensive, hands on, training component that will allow students to experience culinary services in a fast paced, high quality, professional environment. In addition, future program expansion efforts could include local area food business associated with the Westgate development.

Tolleson Union High School District, in collaboration with the local City Police and Fire Departments would like to incorporate a certified **Public Safety** training program that utilizes the future home of the West Valley Public Safety Training facility to provide hands on public safety training and instruction to students through an integrated curriculum classroom course. This program will provide instruction and incentives to students who wish to begin a career in public safety, and assist the local west valley Police and Fire Departments in its on-going efforts to meet the demands of recruiting new officers and firefighters.

Due to increased media exposure to the tourism and entertainment industry teens have become increasingly interested in dance, drama, and the recording industry. The **Tourism and Entertainment Industry** Training Program will provide teens an opportunity to learn skills relevant to the tourism and entertainment industry. For example, Mega Radio 99.3 disk jockey “Manic Hispanic” currently implements a broadcasting program at Copper Canyon High School. A Hip Hop dance troupe based at Copper Canyon High School in collaboration with the City of Glendale performs throughout the valley and state. There is a planned mariachi program at Sierra Linda High School that will consist of rigorous musical education along with a management component. The music part will incorporate classical training along with mariachi music history and interpretation. Students will also gain experience in performance and vocalization. The management component will require students to manage performance schedules and have direct contact with clients seeking to contract the group, encouraging youth to develop and demonstrate entrepreneurial skills. The program will also raise cultural awareness and be very active in the community and the state.

Opening fall 2008 at Sierra Linda High School, the **Biotechnology** Academy program will be a four year, hands-on multi-faceted curriculum that will work in correlation with the students’ traditional core educational courses of their high school experience. It will provide marketable laboratory training and diverse education of the various sectors of the biotechnology field. Opportunities for students will include biotech career exploration, intensive training of laboratory equipment and skills focused towards industry applications, group research projects, presentations on various levels, and internship/mentor opportunities through local biotechnology companies and partnering academic higher institutions. This program will offer much opportunity to the students who participate and act as a launching site for successful entrance into the biotechnology field and/or pursuit of higher education degrees.

Also in the fall of 2008 Sierra Linda High School will open its **Performing Arts Program**, which will be a four-year, performance based, multicultural and multidisciplinary program. The curriculum for each discipline will include an integration model that will support other core academic areas such as Language Arts, Mathematics, Social Studies, History, and Science. The core focus of the program will be an intensive conservatory approach to the arts disciplines with a strong emphasis on classical and multicultural content. The program is designed to meet the challenges of student engagement and retention, as well as addressing the need to foster critical and creative thinking skills, and nurture healthy and authentic self-esteem. Students will have the opportunity to perform on a regular basis throughout the region. Students will also gain access to performing in professional venues and working with professional artists in each field through strategic partnerships and mentoring opportunities. The Superintendent of Public Instruction, Tom Horne, is planning to roll out an arts assessment for high school graduation in the year 2010. Sierra Linda’s unique multidisciplinary and multicultural performing arts program will provide the necessary foundation for English Language Learners and its overwhelming diversified learning population to succeed at passing the state’s standardized test, and promote higher education.

2.7.6 **Distance Learning Technologies**

In an effort to expand services to the smaller, outlying communities in the far west valley ACYR has had discussions with Rosalie Garcia, the Administrator for the Wickenburg Academy for Achievement. This collaborative effort will introduce ACYR and Maricopa Workforce Connections to the Wickenburg area to create an effective learning environment and a different way of developing an emerging workforce.

The Wickenburg Academy for Achievement is the alternative high school in the Wickenburg Unified School District #9. It is a Title 1 school, and students are “at risk” of dropping out or not graduating high school. Some are prior dropouts who have returned to an alternative setting to complete course requirements and graduate. Juniors and seniors make up 95% of the student body. Approximately 20% of the students are pregnant or parenting; 5% are homeless; and 50% are free or reduced lunch status Wickenburg has many characteristics of a typical small town, and job

opportunities are limited. Goal setting and employment preparation, as well as opportunities for assistance with postsecondary application and enrollment will allow students to compete in a larger job market.

An ACYR Career Advisor will establish a schedule to be on-site in Wickenburg at least every six weeks, corresponding to the 6-week block scheduling at the school. Recruitment, orientation, and eligibility determination will occur during the first six-week block, with assistance provided between visits via telephone or electronic communication. Subsequent activities between visits will transpire electronically, with students accessing training modules and resources through the ACYR web site. Weekly web casts will provide “face-to-face” interaction, and individual or small group contact will be conducted via e-mail or instant messaging.

The Business Services Specialist will also travel to Wickenburg to develop work experience opportunities. Other program elements will be adapted to the distance learning strategy, while maintaining the integrity of the overall intent of the activity.

This approach, if successful, will enable expansion of youth services in the future to other outlying communities such as Gila Bend, Buckeye, and Tonopah.

2.7.7 Dual Track Success (Out-of-School)

The Dual Track Success (DTS) initiative program brings education and job training together in an effective and efficient way for Out-of-School youth. The program is designed for qualified Adult Basic Education students who can begin vocational or post secondary courses while still attending GED classes. DTS students may simultaneously earn a certificate of vocational skills training or credits toward a college degree, and a GED.

Qualified Basic Education students are 16-21 who have attended class a minimum of four weeks. They will demonstrate reading, writing and math skill levels that meet the minimum requirement for their chosen programs. Career Advisors will facilitate career assessments and research, and development of a comprehensive service plan. Once the plan is determined, students may choose to enroll in vocational training at the Southwest Skills Center, another approved training facility, or one of the other Maricopa County Community Colleges to begin coursework in their field of study.

Other program elements will be provided throughout the youth’s participation.

2.7.8 Best Practice

Throughout the literature on the subject of best practice in preparing at-risk youth for the challenges of a competitive labor market, three themes stand out. First is the importance of caring and knowledgeable adults. Second is ensuring the availability of an array of activity options in which young people can participate such as a menu of education options, work-based learning, leadership development, linkages with employers, and follow-up support. Last is the importance of embedding youth development principles and practices in activities and services. These themes are incorporated throughout the program design. With regard to specific strategies, the Final Report of a study prepared for the U.S. Department of Labor identified best practices in recruiting, enrolling, and retaining out-of-school youth in WIA programs. Many of these strategies are included in the proposed program:

- targeting places where out-of-school youth come together, such as conducting presentations at youth-serving organizations, convening community-wide events such as job fairs, workshops, etc., encouraging referrals from community-based organizations, social service agencies, and community colleges through personal contacts, and conducting outreach to individuals enrolled in GED programs or basic skills courses;
- connecting youth with competent, caring adults, primarily through strong case management;
- offering a wide array of activities that can be customized to meet the needs of individual youth and which provides flexibility in the service mix and sequence;
- creating opportunities for small successes and ensuring youth receive frequent recognition of achievement.

Many of these same strategies are effective for in-school youth. Additional best practice approaches for youth at risk of dropping out include assessing students for risks associated with dropping out, a focus on academic achievement, credit recovery courses, career and college awareness, and providing tutoring as an academic support¹⁸.

2.8 TECHNICAL REQUIREMENTS

In-School Youth: The goal of in-school youth programs is that all participants remain in school and improve basic academic skills, soft skills and occupational skills as a result of participation in the program.

The following two sets of objectives are based on the participant's age at time of registration:

Younger youth, ages 14 to 18; and older youth, ages 19 to 21.

2.8.1 Younger youth objectives, which include but not limited to:

- 2.8.1.1 Remain in school
- 2.8.1.2 Earn a high school diploma or equivalent
- 2.8.1.3 Achieve basic skills, job readiness skills, and occupational skills goals
- 2.8.1.4 Enter post-secondary education
- 2.8.1.5 Obtain advanced training and employment
- 2.8.1.6 Enter the military
- 2.8.1.7 Seek qualified apprenticeships

Out-of-School Youth: The goal of out-of-school youth programs is that all participants improve basic academic skills, soft skills and occupational skills as a result of participation in the program.

2.8.2 Older youth objectives, which include but not limited to:

- 2.8.2.1 Earn a credential (a diploma, GED, or other industry recognized certificate)
- 2.8.2.2 Obtain occupational skills training
- 2.8.2.3 Enter employment or post-secondary education
- 2.8.2.4 Enter the military
- 2.8.2.5 Seek qualified apprenticeships
- 2.8.2.6 Remain employed or in school

Implementation of the activities and services described in this proposal will result, at a minimum, in the following outcomes:

Performance Measure	Youth Aged 14-18	Youth Aged 19-21
Youth Goal Attainment	83%	N/A
Diploma or Equivalent Rate	58%	N/A
Retention Rate	64%	N/A
Entered Employment Rate	N/A	73%
Retention Rate	N/A	84%
Earnings Gain	N/A	\$4,050
Credentialing Rate	N/A	50%

ACYR will use the following tangible evidence as supplemental sources to verify performance outcomes except for the Earnings Gain measure: employer verification; administrative records; pay stubs; tax records; school/vocational training records; contact/record sharing; and assessment results. Unemployment Insurance Wage records will be the only data source used to verify the Earnings Gain measure that are expected to populate to the VOS system.

Program outcomes (performance measures) for the Workforce Investment Act are specific to **younger youth** (ages 14-18) and **older youth** (ages 19-21), and make no distinction based on school status. However, ACYR will work to achieve the following results for youth in the different categories of service.

Out-of-School Youth will:

- return to a secondary school/alternative and earn a secondary credential

- enter postsecondary education/training and complete coursework resulting in a diploma or occupational credential
- become employed in high demand occupations and/or high growth industries
- enter the military, an apprenticeship, or advanced training

In-School Youth will:

- remain in school
- complete requirements for a high school diploma, including meeting standards in required AIMS tests
- enter postsecondary education/training and complete coursework resulting in a diploma or occupational credential
- become employed in high demand occupations and/or high growth industries
- enter the military, an apprenticeship, or advanced training

Program activities and strategies have been structured to result in achieving the required performance measures. The table below details the relationship between program elements and the required federal, state and local WIA performance outcomes.

Program Design Elements – Description, Purpose, and Potential Outcomes

Required Element	Purpose	Potential Outcome(s)
Tutoring, study skills training, and instruction leading to secondary school completion	<ul style="list-style-type: none"> • Encourage completion of secondary education/equivalent • Enhance basic literacy skills for youth who have diploma/GED but are deficient in basic skills 	<ul style="list-style-type: none"> • Diploma/GED/Credential • Readiness for enrollment in postsecondary education
Alternative school offerings	<ul style="list-style-type: none"> • Option for out-of-school youth to re-enroll in school and obtain diploma 	<ul style="list-style-type: none"> • Diploma/GED/Credential • Readiness for enrollment in postsecondary education
Summer employment opportunities directly linked to academic and occupational learning	<ul style="list-style-type: none"> • Exposure to the world of work and specific occupations • Connect academic skills to work requirements/ work requirements to need for education • Develop specific occupational skills in public or private sector employment opportunities 	<ul style="list-style-type: none"> • Measure work readiness skills in an authentic work situation (pre-employment/work maturity skills) • Employer-specific occupational skill attainment • Job readiness
Paid and unpaid work experience, including internships and job shadowing	<ul style="list-style-type: none"> • Exposure to the world of work and specific occupations • Develop specific occupational skills in public or private sector employment opportunities 	<ul style="list-style-type: none"> • Measure work readiness skills in an authentic work situation • Job readiness
Occupational skills training	<ul style="list-style-type: none"> • Training in specific occupations anticipated to be “in demand” in the labor market 	<ul style="list-style-type: none"> • Occupational credential • Employment and retention
Leadership development opportunities	<ul style="list-style-type: none"> • Increase the capacity of young people to take greater responsibility for their lives, their families, their communities and their education 	<ul style="list-style-type: none"> • Positive social behaviors, decision making, increased capacity to work as team members
Supportive Services	<ul style="list-style-type: none"> • Provision of services that are necessary for youth to participate and successfully complete program activities (e.g., day care, transportation, food, clothing, assistance with tools, etc.) 	<ul style="list-style-type: none"> • Removal of roadblocks to participation and transition to additional training/education and/or employment
Adult mentoring for at least 12 months	<ul style="list-style-type: none"> • Consistent support and counsel • Positive youth/adult connections 	<ul style="list-style-type: none"> • Improved grades/academic achievement

Required Element	Purpose	Potential Outcome(s)
	<ul style="list-style-type: none"> • One-on-one support and advocacy 	<ul style="list-style-type: none"> • Decreased “risk” behaviors
Follow-up services	<ul style="list-style-type: none"> • Continued post-program support • Rapid response to circumstances that may negatively impact continued success • Recognition of accomplishments 	<ul style="list-style-type: none"> • Increased retention • Long-term connections to adults and supportive programs
Comprehensive guidance and counseling	<ul style="list-style-type: none"> • Address personal problems that will affect participant progress and success • Case management and coaching to assist youth in achieving goals and objectives 	<ul style="list-style-type: none"> • Increased likelihood of completion and transition to employment, training, post-secondary education

Additional program objectives for both Out-of-School and In-School Youth include:

- 25% of all participants will be engaged in and complete classes designed to increase skills in financial planning and budgeting.
- 25% of all participants will complete classes designed to increase knowledge and skills with regard to healthy relationships, parenting, and nutrition.
- 25% of all participants will participate in activities for a minimum of 30 hours that will provide an essential service to the community and develop the youth’s sense of civic responsibility. Activities may include but are not limited to supporting causes of interest and serving as a member of a youth council.

2.9 ACYR is required to provide the following Workforce Investment Act (WIA) elements directly, through a subcontractor(s), or through a non-financial collaborative partnership(s).

- Tutoring, study skills training, and instruction leading to secondary school completion, including dropout prevention strategies.
- Alternative secondary school offerings.
- Summer employment opportunities directly linked to academic and occupational learning.
- Paid and unpaid work experiences, including internships and job shadowing.
- Occupational skill training in demand occupations.
- Adult mentoring for duration of at least twelve (12) months that may occur both during and after program participation.
- Follow-up services.

2.10 ACYR will accommodate for the *In-School* category of service and will be required to maintain a minimum of seventy-five (75) percent participation by youth ages 16-21 and no more than twenty-five (25) percent participation by youth ages 14-15. Percentages should be calculated based on the proposed total number to be served.

2.11 ACYR may be required to assume carryover participants from existing caseloads from current program year. Carry-overs are Workforce Investment Act youth participants that have been enrolled in the WIA program during previous program years. ACYR must project to include carry-overs in their total number of youth to be served. Carry-overs do not include WIA youth that have been exited from the WIA program in previous program years; however, follow-up services must be provided with these youth for twelve (12) months from the date of program exit. Although not counted in the total number of youth to be served, ACYR should budget for follow-up activities for these additional youth requiring services.

As stated, follow-up services must be provided for twelve (12) months from the date of program exit, these follow-ups are not considered total number served. To assist with the successful follow-ups MCHSD will offer a total of \$500 per youth for successful follow-ups during the program year (July 2008 to June 2009); payments will occur on a quarterly basis at \$125 per quarter as long as the youth is reflecting positively on performance in at least one performance measure. MCHSD staff will review performance documents and ACYR will be required to provide names, dates and other relevant information to review appropriateness of payments.

2.12 Program Measurements

Workforce Investment Act (WIA) performance levels are annually negotiated between the Maricopa County Human Services Department (MCHSD) and the State. During the contract term, performance requirements may be subject to change as a result of changes in Federal law and WIA reauthorization.

All measures listed below are measured at exit and post-exit with the exception of the Younger Youth Skill Attainment.

WIA Youth Performance Measures	Performance Levels	Measurement
Younger Youth		
Skill Attainment	83%	The number of goals that are attained (completed) within one year of being set for younger youth. The goal(s) may be a basic skills goals, work readiness skills goals, and/or occupational skills goals depending on the needs of the participant. Younger youth that are basic skill deficient must have at least one basic skill goal.
Diploma or Equivalent Attainment	58%	Younger youth who are not in high school at exit must have attained a high school diploma or equivalent (GED) by the end of the 1 st quarter after exit.
Retention	64%	Younger youth who are not in high school at exit must be in one of the following activities in the 3 rd quarter after they exit the program: post-secondary education; advanced training; employment; military service; or qualified apprenticeship.
Older Youth		
Entered Employment	73%	Older youth who was not employed at registration and not enrolled in post-secondary education or advanced training in the 1 st quarter after exit, must be employed in the 1 st quarter after exit
Retention	84%	Older Youth, who are not employed at registration and not enrolled in post-secondary education or advanced training in the 3 rd quarter after exit, must be employed in the 3 rd quarter after exit.
Earnings	\$4,050	Applicable to older youth who are employed in the 1 st quarter after exit and not enrolled in post-secondary education or advanced training in the 3 rd quarter after exit.
Credential	50%	Older youth must enter employment, post-secondary education or advanced training in the 1 st quarter after exit and have received a credential (high school diploma, GED, post secondary degree/ certificate, licensure, etc.) by the end of the 3 rd quarter after exit.

Congress has not passed the reauthorization for WIA. Reauthorization may require some adjustments to performance outcomes, service levels, etc. Upon reauthorization, Common Performance measures may replace the existing regulatory measures. It is anticipated that Maricopa Workforce Connections will negotiate Common Measures with the Arizona Department of Economic Security during the contract period. Common Measures seek to use a single set of measure for all Department of Labor programs.

2.13 Reporting and Evaluation

ACYR will be responsible for submitting monthly and quarterly reports to Maricopa County staff and other reports as deemed necessary. MCHSD will provide the reporting criteria to the provider at the time of contracting.

ACYR will be monitored on a quarterly basis by Maricopa County and/or City of Phoenix as necessary. Successful proposers will have ten (10) business days to respond to the quality assurance report

ACYR will take the following steps to ensure effective program implementation and services of high quality and accountability:

Planning – This will include finalizing and formalizing agreements with collaborative partners, scheduling workshops, and career and community resource fairs, coordinating referrals from partner organizations, determining how partnerships will be evaluated for effectiveness, and scheduling regular partner meetings.

Staff Training/Action Planning – During the first week of July 2008, staff assigned to the WIA Youth Program will convene for training and action planning specific to program operations. Training will include:

WIA/System Overview – Youth Program vision, purpose, and regulatory requirements, the MWC One-Stop Career System

Program Services – Allowable activities, their purpose, and expected outcomes, participant flow, goal setting and ISS development, case management expectations and strategies, external resources (partners, support service providers, training institutions, etc.)

Best Practices – Youth development principles and practices, characteristics of out-of-school youth and effective strategies to engage and motivate them

Accountability – Performance measures and strategies to achieve them, case notes, reporting requirements, pay point requirements, forms completion, etc., systems requirements (organizational and County), VOS data entry

Action planning will be a facilitated process that draws on the experiences and ideas of all program staff and creates ownership among individuals who will be responsible for carrying out the program design. Staff will identify the major tasks associated with each program service/activity and then develop specific steps to achieve the tasks. Responsibility, timeframes, and resources will be attached to each task, resulting in a roadmap for implementation.

- 2.14 Participant Selection – In addition to basic eligibility requirements, ACYR will assess prospective participants for their readiness to successfully participate in and complete the program. Career Advisors will meet weekly with the Assistant WIA Program Manager and the team lead to assess prospective participants for their readiness to successfully participate in and complete the program. The following criteria will be considered in the selection process:

- The youth's ability and motivation to commit to a minimum of 12 months of participation;
- The youth's ability to rearrange other commitments (e.g., part-time employment, probation requirements, drug testing schedules, family responsibilities, etc.) in order to maintain regular attendance in training activities;
- The degree of stability of living arrangements and basic supports, e.g., housing, food, clothing (individuals who do not have an adequate degree of stability will be referred for services to address immediate needs and will be considered for enrollment after needs are met);
- General interest in the training/education program activities.

A timeline that delineates the anticipated schedule of activities and program services is offered on the following page.

**WIA Youth Program Timeline
Program Year 2008-2009**

	2008						2009					
Activity/Program Service	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Start-up												
Planning with Partners and Collaborators	X											
Strategic staffing and training	X											
Program Services												
General Recruitment & Eligibility Determination	◆											◆
Career Advisement- includes goal setting, job search, career decision making, support services and referrals	◆											◆
Mentoring			◆									◆
Summer Work Experience	7/1 →	8/1 5									5/1 →	6/3 0→
<i>In School</i>												
Recruitment/Eligibility	7/3 1→	→	9/15				1/6	→	3/5			
Initial Assmnt/Selection		8/1 4→	9/26					2/4 →	3/1 5			
Registration/Obj.Assmnt		8/2 1→	9/29					2/2 0→	3/3 1			
Training Services												
Education		8/2 1→	→	→	→	12/1 8→	→	→	→	→	→	6/2 5→
Occupational/Advanced			9/1 →	→	→	→	1/2 →	→	→	→	→	6/2 5→
Work Readiness				10/2 →	11/3		1/9 →	2/2		4/6 →	5/1 0	
<i>Out of School</i>												
Recruitment/Eligibility	7/1 5→	→	→	→	→	→	→	→	→	→	→	6/4 →
Initial Assmnt/Selection	7/2 2→	8/2 3	9/11 →	10/2 0	11/1 1→	12/1 8	1/10 →	2-1	3/8 →	4/2	5/4 →	6/1 1
Registration/Obj.Assmnt	7/3 1→	8/3 1	9/21 →	10/2 6	11/1 8→	12/1 8	1/16 →	2/8	3/1 5→	4/9	5/1 1→	6/2 5
Training Services												
Education		8/2 1→	→	→	→	12/1 8→	→	→	→	→		6/2 5→
Occupational/Advanced			9/1 →	→	→	→	1/2 →	→	→	→	→	6/2 5→
Work Readiness				10/2	11/3		1/9	2/2		4/6	5/1	

	2008						2009					
Activity/Program Service	July	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
				→			→			→	0	
Reporting/Evaluation												
Data Entry	◆											◆
Reports (<u>M</u> onthly, <u>Q</u> uarterly, <u>A</u> nnual)	M	M	M Q→	M	M	M Q→	M	M	M Q→	M	M, Q	M, Q, A→
Data Collection/Analysis	◆											◆
Quarterly Review/Revision				x			x			x		x→
Program Evaluation	◆											◆
Continuous Improvement	◆											◆

2.15 FACILITIES –

Two ACYR-owned facilities serve as the “home base” for staff assigned to the project. The main ACYR office, located at 649 North 6th Avenue, houses administrative and support staff, and the Volunteer and Adult Education Programs. The ACYR training center, located at 648 North 5th Avenue, includes office space for Career Advisors, the Recruitment Specialist, and MIS/Eligibility Specialists. It also contains meeting areas for staffings, staff meetings, and professional development activities.

A full-time equivalent staff person will be assigned to the MWC One-Stop Center in the west valley. This commitment will ensure that youth programs are full partners in the MWC Workforce Development System and that services are consistently available at the One-Stop location. The initial design calls for two ACYR staff to share responsibility for on-site coverage of thirty-six hours per week.

Importantly, *space and equipment at each satellite service location is provided in-kind* to the program through non-financial partnership/collaborative agreements and intentional alliances with multiple organizations and institutions. All satellite sites comply with the Americans with Disabilities Act, have current licenses for occupancy, and conform to local building codes. A listing of service locations is provided below. Unless otherwise noted, core services, outreach & recruitment, eligibility determination, assessment, case management activities, work readiness skill training, job search assistance, and career counseling/ exploration will be provided at all locations.

Organization Address In	School Out of School	Organization Address In	School Out of School
City of Avondale	1007 S. 3rd Avondale AZ 85323	X	X
Copper Canyon High School	9126 W. Camelback Rd Glendale AZ 85305	X	
Dysart Community Center	14414 N. El Mirage Rd. El Mirage, AZ 85335		
Estrella Mountain Community College	3000 N. Dysart Rd Avondale, AZ 85232	X	X
Glendale Community Center	5401 W. Ocotillo Rd Glendale, AZ 85301	X	X
Life Skills Center	8123 N. 35 th Avenue #2 Phoenix, AZ 85051	X	
The Aces	6815 W. Cactus Rd Peoria, AZ 85381	X	
West Valley Career Center	1840 N. 95 th Avenue	X	X

	Phoenix, AZ 85037		
Dysart Community Center	14414 N. El Mirage Rd El Mirage, AZ 85335	X	X
Copper Canyon High School	9126 W. Camelback Road Glendale, AZ 85305	X	
La Joya Community High School	11650 W. Whyman Avenue, Avondale, AZ 85323	X	
Sierra Linda High School	3434 S. 67 th Avenue Phoenix, AZ 85043	X	
Tolleson Union High School	9419 W. Van Buren St. Tolleson, AZ 85353	X	
Westview High School	10850 W. Garden Lakes Parkway Avondale, AZ 85392	X	

2.16 DATA ENTRY / DATABASE ACCESS

ACYR will ensure accurate and timely input of applicant and participant data in the Virtual One-Stop (VOS) data management system or other state-wide database system and will maintain both electronic and hard-copy records of all registered youth. Initial system applications will be entered by the Recruitment and/or MIS/Eligibility Specialists. Subsequent data entry for all participants will be performed by the assigned Career Advisor. ACYR will establish certain quality controls to ensure the accuracy and timeliness of the data entered, to include review and validation by the County WIA Program Coordinator prior to data entry and internal monitoring of active electronic files. A monthly review of hard-copy files will also occur to ensure uniformity between electronic and hard-copy files. VOS printouts, which will reflect entry into and/or completion of activities and outcomes associated with appropriate pay points will be submitted with invoices as pay for performance documentation.

2.17 REPORTING AND EVALUATION

Evaluation

ACYR has incorporated the logic modeling process as a means of program evaluation and continuous improvement for a number of years. The organization views logic models as an essential tool to think through a series of questions and allow us to clearly articulate our “theory of change”. In other words, what inputs (resources), activities, and outputs (strategies) will allow us to achieve the intermediate and long-term outcomes that will most benefit the population we serve, and result in changes that will impact youth, their families and the community?

Data that is entered into the VOS system and in a separate, internal database that captures additional information necessary to determine the effectiveness of the program, will provide the basis for evaluating the *quantitative aspects* of the intermediate and end outcomes listed in the logic model. These data are reviewed and analyzed on a monthly basis, at minimum; weekly reports are also generated where appropriate (e.g., recruitment efforts, registrations, etc.). Monthly reports are rolled up into quarterly reports and analyzed with regard to progress toward specific indicators (outputs and, in some cases, intermediate outcomes), effectiveness of efforts, and progress toward contractual goals and objectives. A quarterly all-staff meeting will be held, at which time the need for mid-course corrections will be discussed, based on the analysis. As required, revisions to the action plan, timetable, program focus, etc., will be developed and implemented. In this manner, the logic model establishes the environment to not only *prove* the effectiveness of the program, but to *improve* it through a continual process of reflection and action.

ACYR places emphasis on the *qualitative aspects* of the program as well. Changes in terms of improved self-perception, quality of life for the individual, his /her family, and the community, and higher aspirations with regard to education and employment require the collection of a different set of data. Participant interviews at the beginning of participation will form the baseline for specific qualitative measurements. Information from quarterly surveys (youth, parents, partners, employers), exit interviews, youth focus groups, and staff observations will be compiled in a separate database. Quarterly reports will be generated and analyzed. As with the quarterly quantitative review, program staff at all levels will discuss the results

and identify the need for improvements to the activities and strategies employed, determine gaps and/or duplication, and develop and implement an improvement plan.

We view the *process* of developing and reviewing the logic model as important as the product itself. It is important that direct service staff, management, support staff, and administration have input and investment in the process. This creates among stakeholders ownership of the strategies to achieve the desired outcomes and ensures that each person fully understands their specific role. It also serves to articulate, assess, and document change at the individual, program, and system levels.

2.18 Reporting

Throughout the duration of the contact, ACYR will submit monthly written progress and fiscal reports in the format and schedule required by MCHSD. These reports will be rolled-up into quarterly reports and invoices, again in the format required by MCHSD. ACYR will also prepare, present, and/or disseminate reports, as requested, to the Maricopa Workforce Connections Board and Youth Council, as well as any additional reports required or requested by county, state, federal, or other entities. ACYR will communicate with MCHSD staff to ensure the accuracy of information in the reports. Throughout the duration of the contact, ACYR will submit monthly written progress and fiscal reports in the format and schedule

EXHIBIT B-1 PROGRAM DEFINITIONS OF TERMS

1. **Advance Training** - This is an occupational skills employment/training program, not funded under Title I of the WIA, which does not duplicate training received under Title I. It included only training outside of the One-Stop, WIA, and partner system (i.e., training following exit). (Please note: this term applies to the current WIA younger youth measures only, it does not apply to the common measures).
2. **Advanced Training/Occupational Skills Training** – An organized program of study that provides specific vocational skills that lead to proficiency in performing actual task and technical functions required by certain occupational fields at entry, intermediate, or advanced levels. Such training should: (1) be outcome-oriented and focused on a long-term goal as specified in the Individual Service Strategy, (2) coincide with exit rather than short-term training that is part of services received while enrolled in ETA-funded youth programs, and (3) result in attainment of a certificate.
3. **Allowable Cost** – Those costs, which are necessary, reasonable, allocable and allowable under applicable Federal, State and local law for the proper administration and performance of serves to customers.
4. **Alternative Secondary School** – Alternative educational opportunities to assist the youth in achieving academic performance, continuation of education, or attainment of a general equivalency diploma.
5. **Applicant** - An individual who is applying for services under the Workforce Investment Act of 1998 (WIA).
6. **Barriers to Employment** – Characteristics that may hinder an individual's hiring, promotion or participation in the labor force.
7. **Basic Skills Deficient** – The individual computes or solve problems, reads, writes, or speaks English at or below the eighth grade level or is unable to compute or solve problems, read, write, or speak English at a level necessary to function on the job, in the individual's family, or in society. (Please note: this term applies to the current WIA statutory youth measures only, it does not apply to the common measures).
8. **Basic Skills Goal** – A measurable increase in basic education skills including reading comprehension, math computation, writing, speaking, listening, problem solving, reasoning, and the capacity to use these skills.
9. **Career Exploration** - A service offering exploration activities to assist the individual in decision-making and goal setting who may have experienced unstable or limited work history, limited knowledge of career options and opportunities, or indecision as to vocational training and/or employment career paths.
10. **Case Management** - A client-centered process through which the individual applying for and/or receiving services is determined in need of appropriate services and/or benefits which are identified, planned, obtained, provided, recorded, monitored, terminated, and follow-up provided where and when appropriate. Any referrals with other youth agencies or partners shall be documented and coordinated to ensure youth receives appropriate resources and services.
11. **Certificate** - A certificate is awarded in recognition of an individual's attainment of measurable technical or occupational skills necessary to gain employment or advance within an occupation. These technical or occupational skills are based on standards developed or endorsed by employers. A certificate is awarded in recognition of an individual's attainment of technical or occupational skills by:
 - A state educational agency or a state agency responsible for administering vocational and technical education.
 - An institution of higher education. This includes community college, proprietary schools, and all other institutions of higher education that are eligible to participate in federal student financial aid programs.
 - A professional, industry, employer organization, or a product manufacturer or developer using a valid and reliable assessment of an individual's knowledge, skills, and abilities.
 - A registered apprenticeship program.

- A public regulatory agency, upon an individual's fulfillment of educational, work experience, or skill requirements that are legally necessary for an individual to use an occupational or professional title or to practice an occupation or profession.
 - A program that has been approved by the Department of Veterans Affairs to offer education and training to veterans and other eligible persons under provisions of the Montgomery GI Bill.
 - Office of Job Corps.
 - Institutions of higher education which is formally controlled, or has been formally sanctioned, or chartered, by the governing body of an Indian tribe or tribes.
12. **Co-Enrollment**- The state of being a participant in two or more programs at the same time period of time.
13. **Collaborative Partnership** - A group of organizations, agencies, businesses, schools, etc., that have formed a collaborative effort to provide all youth program services required by WIA. Collaboration includes client referrals, sharing of information, coordination of activities, curricula, use of resources, joint planning, joint case management, shared costs/resources, service delivery, etc. References to "Collaborative Partnership" should include the "lead" entity/agency and/or fiscal agent.
14. **Common Measures** – Measurable factors of extreme importance to the local workforce investment area in achieving the strategic goals, objectives, vision and values that if not achieved would likely result in significant decrease in customer satisfaction, employee morale, financial management and outcome attainment.
- **Placement in Employment or Education:** *Of those who are not in post-secondary education, employment, or the military at the date of participation:* The number of participants who are in employment or the military or enrolled in post-secondary education and/or advance training/occupational skills training in the first quarter after the exit quarter divided by the number of participants who exit during the quarter.
 - **Attainment of Degree or Certificate:** *Of those enrolled in education (at the date of participation or at any point during the program):* The number of participants who attain a diploma, GED, or certificate by the end of the third quarter after the exit quarter divided by the number of participants who exit during the quarter.
 - **Literacy and Numeracy Gain:** *Of those out-of-school youth who are basic skills deficient:* The number of participants who increase one or more educational functioning levels divided by the number of participants who have completed a year in the program **plus** the number of participants who exit before completing a year in the program.
15. **Competency Contract** - A contract listing minimum educational requirements that the participant must attain to allow entrance into or successful completion of an occupational training component.
16. **Contract** - The document and all attachments which explain the responsibilities of the parties involved; an Intergovernmental Agreement serves the same purpose as a contract except that the agreement is between two or more government entities.
17. **Contractor** - The person, firm, or organization listed on the Cover Page of a contract.
18. **Core Services** – Services that One-Stop Career Centers are responsible for providing to all youth, adults and dislocated workers under WIA. Core services include initial assessment of skill levels, job search and placement assistance, provision of labor market information, provision of information about the performance and cost of education and training providers in the area, career counseling, information about filing unemployment compensation claims, assistance in establishing eligibility for welfare-to-work programs, information relating to the availability of supportive services such as child care and transportation, and follow-up counseling services after someone becomes employed. WIA mandates universal access to core services.
19. **Counseling** - A process of supportive intervention and/or guidance which assists persons to recognize their needs, opportunities, strengths, and/or limitations; to make decisions and to follow a course of action that is in harmony with the chosen decision.

20. **Credential** – Nationally recognized degree or certificate or state/locally recognized credential. Credentials include, but are not limited to, a high school diploma, GED or other recognized equivalents, post-secondary degrees/certificates, recognized skill standards, and licensure or industry-recognized certificates.
21. **Date of Participation** - Represents the first day, following a determination of eligibility, that the individual begins receiving a service funded by the program.
22. **DES** - The Arizona Department of Economic Security.
23. **Diploma** – A credential that the Arizona State Department of Education accepts as equivalent to a high school diploma.
24. **Disability** - A physical, mental, learning, or emotional /behavioral disability.
25. **Division** - The Human Services Department’s Workforce Development Division.
26. **Drop-out** - An applicant who is not attending any secondary school and who has not received a high school diploma, G.E.D. certificate, or equivalent.
27. **Economically Disadvantaged** - An individual who meets any of the following criteria:
 - Receives, or is a member of a family which receives cash welfare payments under a Federal, State, or local income-based public assistance program including: welfare or Temporary Assistance for Needy Families (TANF) program in Arizona, GA, SSI, Refugee Assistance, and local forms of other cash assistance; or
 - Has received, or is a member of a family which has received a total family income for the six month period prior to application for the program involved (exclusive of unemployment compensation, child support payments, welfare payments and other listed exclusions) which, in relation to family size, was not in excess of the higher of:
 - the official Poverty Level, or
 - 70% of the Lower Living Standard Income Level, or
 - Is receiving food stamps pursuant to the Food Stamp Act of 1977; or
 - Meets the definition of a homeless individual under the Stewart B. McKinney Homeless Assistance Act; or
 - Is a foster child on behalf of whom State or local government payments are made; or
 - In cases permitted by the Secretary of Labor, or by State rule, is a disabled individual whose own income meets the requirements, but who is a member of a family whose income exceeds the requirements.
28. **Educational Assessment** – A standardized procedure shall be performed to assess the youth in math, language and reading levels. The same pre and post test should be utilized on assessing the youth. Assessment tests and scores must directly relate to the educational functioning levels. Contractors are encouraged to utilize the TABE (Tests of Adult Basic Education). Testing must be administered by the date of participation.

Disabled Youth may be assessed with a current (within six (6) months of enrollment into WIA) IEP (Individualized Education Plan). The ISS must reflect a basic skills deficiency in math, reading or language taken directly from the IEP. The post assessment must reflect a reasonable increase in one of the basic educational areas, based upon the capability of the Disabled Youth.
29. **Educational Gain** - At post-test, participant completes or advances one or more educational functioning levels from the starting level measured on entry into the program (pre-test).
30. **EEO** – Equal Employment Opportunity
31. **Eligibility Determination** – The act of determining eligibility for WIA youth services utilizing guideline established by WIA, state WIA administration and Maricopa County Human Services Department.
32. **Eligible Youth** - Not less than 14 years of age and not more than 21 years of age on the date of WIA registration; is an economically disadvantaged individual and has one or more of the following:

- Deficient in basic literacy (reading, writing, math skills)
 - Secondary school dropout
 - Homeless, runaway, or a foster child
 - Pregnant or a parent
 - Offender
 - Individual who requires additional assistance to complete an educational program or to secure and hold employment
 - Individual who is defined “at-risk” by MWC based upon assessment of skill needs, barriers, and/or referral from:
 - Juvenile Justice Court System
 - Youth Services program providers
 - Local Education Agencies
33. **Employed at Registration** - An employed individual is one who, during the seven consecutive days prior to registration, did any work at all as a paid employee, in his or her own business, profession or farm, worked 15 hours or more as an unpaid worker in an enterprise operated by a member of the family, or is one who was not working, but has a job or business from which he or she was temporarily absent because of illness, bad weather, vacation, labor-management dispute, or personal reasons, whether or not paid by the employer for time off, and whether or not seeking another job.
34. **Employed in Any Quarter After the Exit Quarter** – The individual is considered employed if UI wage records for the quarter after exit show earnings greater than zero. UI wage records will be the primary data source for tracking employment in the quarter after exit. When supplemental data sources are used, individuals should be counted as employed if, in the calendar quarter after exit, they did any work at all as paid employees (i.e. received at least some earnings), worked in their own business, profession, or worked on their own farm.
35. **Enrollment Date** - The date on which an individual began to receive program services after initial screening for eligibility and suitability.
36. **Enrollment Determination** - The process of determining whether WIA is the appropriate provider for employment and training services needed by the applicant. Consideration for enrollment may include barriers, goals, and the provider’s availability of funding and local labor market demands.
37. **Enrollments** - The number of participants enrolled into WIA activities, which include objective assessment, and subsequent training/education activities following objective assessment.
38. **Entered Employment Rate** - A participant who exits from the program and enters (through the efforts of the WIA, Service Provider, or through their own efforts) into regular employment for pay. State Unemployment Wage records will be the primary data source for tracking this outcome, therefore, employment is currently defined as an individual showing any amount of earnings in the quarter following exit.
39. **Exit Quarter** – Quarter in which the last date of service (except follow-up services) takes place.
40. **Family** – The term “family” means two or more persons related by blood, marriage, or decree of court, who are living in a single residence, and are included in one or more of the following categories:
- A husband, wife and dependent children
 - A parent or guardian and dependent children
 - A husband and wife
 - An economic unit of one or more persons who receive at least 50% of their financial support from the economic unit
41. **Family of One** - The following may be considered a family of one for the purpose of determining eligibility:
- An adult or youth with a physical, mental, learning, or emotional/ behavioral disability
 - An individual 14 years of age or older not living with his/ her family and receiving less than 50 percent of his/ her maintenance from the family

- An individual 18 years of age or older living with his/ her family who received less than 50 percent of his/her maintenance from the family and is not the principle earner not the spouse of the principal
42. **Family Income** - The income received from included sources of all members of the family. Self-employment is to be determined on the basis of the most recently submitted federal income tax return or on the basis of annualized proceeds posted in more up-to-date acceptable accountable accounting records. All other income is to be annualized based on receipts during the past six months.
43. **Family Size** - The maximum numbers of family members during the income determination period. For a separated or divorced applicant, income shall be pro-rated depending on the length of time during the last six months the applicant lived with the other wage earner. The “actual” family size is the actual number of members in the family without regard to an eligibility test. The “eligible” family size refers to the number in the family for income eligibility purposes.
44. **Follow-up** - Staff contact with individuals who have terminated their active enrollment in the WIA Youth program and/or with their employers, for the purpose of extending an offer of continued limited WIA services (based upon individual need) to increase the likelihood of employment or educational retention and/or the gathering of post-termination information about the client's current status in achieving performance outcomes. Follow-up is conducted for a period of one year after the WIA exit date.
45. **Foster Child** - A youth 14-21 years of age on whose behalf state or local government payments are made. This may include youth who have been made a ward of the state by a court, including those in the following categories:
- Youth in State Institutions
 - Youth in Community Group Homes
 - Youth in Foster Homes
 - Parolees
46. **GED** - The General Education Development awarded by the state to persons who have passes a specific examination
47. **General Assistance**- A benefit program paid on the State or local determination of need. Applicant is automatically categorized as “Economically Disadvantaged”.
48. **Graduate** – A person who has successfully completed a course or level of study and been awarded a certificate, diploma or degree
49. **Homeless Individual** - is:
- An adult or youth who lacks a fixed, regular and adequate night time residence.
 - Any individual who has a primary night time residence that is:
 - a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing); or
 - an institution that provides a temporary residence for individuals intended to be institutionalized; or
 - A public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.
 - Exclusions to the definition include any individual imprisoned or otherwise detained pursuant to an act of Congress or State law. Applicants who are homeless are considered to be automatically economically disadvantaged (source: Sections 103 and 740, Stewart B. McKinney Homeless Assistance Act).
 - Individuals in receipt of assistance from other Stewart B. McKinney Act-funded programs may be considered Homeless for WIA eligibility.
- ~~50. **Incentive Payments** – monetary rewards that are reserved and awarded to the Contractor upon achievement of WIA required performance measures as reported by the State within 120 after the end of the contract term. In addition, a 10% monthly hold back will be reserved from the contract total; and paid to Contractor at the end of the quarter, after quarterly performance results are determined.~~

51. **Individual Service Strategy** - An individual competency-based training plan for a Youth participant which shall include an age appropriate employment/training goal, appropriate achievement objectives, and the appropriate combination of services, education, and training for the Youth based on the data provided by objective assessment. Decisions made and outlined within the ISS are to be done in partnership with the participant and need to incorporate the mandated WIA program elements and include short term and long term goals. Goals on an ISS will be time framed from registration until follow-up services are completed.
52. **Initial Assessment** – At minimum, an assessment of grade levels for reading, math and language arts, an interest inventory and assessment of the need for program intervention and/or support services.
53. **In-School Youth** – Secondary school youth (age 14-21) enrolled in a middle high, junior high or senior high school; or is between terms and intends to return to secondary school
54. **Job Development** - A service that provides assistance in obtaining employment for job-ready individuals. Job development activities for WIA Youth participants include the identification of potential employers and advocating for employment opportunities through such means as community relations, employer visitations, tours, and presentations.
55. **Job Placement** – Entry into unsubsidized part-time or full-time employment.
56. **Job Specific Skills** - The ability to perform actual tasks and technical functions required by certain occupational fields as defined in the skill attainment system.
57. **Labor Market Information** – The body of information that deals with the functioning of labor markets and the determination of the demand for and supply of labor. It includes, but is limited to such key factors as changes in the level and/or composition of economic activity, the population, employment and unemployment, income, earnings, wage rates and fringe benefits.
58. **Leadership Development** – Leadership development may include activities to youth through classes or projects to develop their skills in career awareness, decision making, communication skills, employment soft skill, becoming active, responsible citizens within the local community and workforce.
59. **Literacy Training** - The activity designed for non-readers, speakers, and/or writers of the English language..
60. **Lower Living Standard Income Level (LLSIL)** - The income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.
61. **Lower Living Standard**- The income standards established by the Director of the Office of Management and Budget to determine economically disadvantaged status. The standards are updated annually.
62. **Mentoring** – a formal process in communication feedback and skills that are offered by professional adults to assist the youth's success in employment, training, motivation, and overall self esteem achievement goals.
63. **Military Service** – An individual is currently serving on active military duty and has not been provided with a date of separation from military duty or service; or an individual who is a member of the National Guard or one of the Military Reserves and is currently serving in a mobilized status.
64. **Not Employed at Registration** – An individual who does not meet the definition of employed at registration.
65. **Objective Assessment** – Upon approved eligibility and WIA registration, an examination of the capabilities, needs, and vocational potential of a participant to provide information for the development of a service strategy leading to a realistic employment/training goal. It is an independent, comprehensive evaluation of a participant's employment barriers taking into account the participant's family situation, work history, education, occupational skills (including transferable skills--those skills which are gained

through personal and professional experiences and which can be transferred to an occupation), interests, aptitudes (including interests and aptitudes for nontraditional occupations), attitude towards work, motivation, behavior patterns affecting employment potential, financial resources and needs, supportive service needs, and personal employment information as it relates to the local labor market. Assessments must be administered to a participant within 60 days following the date of participation.

66. **Occupational Skills Goal** – A measurable increase in primary occupational skills encompassing the proficiency to perform actual tasks and technical functions required by certain occupational fields at entry, intermediate or advance levels.
67. **One-Stop Career Center System** - A Department of Labor initiative, requiring the coordination and participation among the following employment-focused programs: WIA (Youth, Adult, Dislocated Workers), DES Job Service, DES Unemployment Insurance, DES Veterans Employment and Training, DES Migrant and Seasonal Farm Worker Programs, DES North American Free Trade Association/Trade Adjustment Assistance, DES Vocational Rehabilitation/Rehab Services Administration, Community Service Block Grants, Carl Perkins Vocational Training/Maricopa Community College District, Adult Education/Rio Salado Community College, Job Corps, Native American Programs/Phoenix Indian Center, HUD, Welfare-to-Work, Title V of the Older American Act of 1965, and Special Transportation Services. Local areas may expand the participating agencies to include additional programs based on local needs and system design. One-Stop Career Centers provide user-friendly and seamless access to services and resources both to workers seeking new or better jobs and employers seeking workers with the skills needed to maintain and grow their business.
68. **On-the-Job Training (OJT)** - Training in the private or public sector given to a participant who after objective assessment, and in accordance with the ISS, has been referred to and hired by the employer following the development of an agreement with the employer to provide occupational training. OJT occurs while the participant is engaged in productive work which provides knowledge and skills essential to the full and adequate performance of the job. OJT may be sequenced with or accompanied by other types of training such as vocational training or basic skills training.
69. **Out-of-School Youth** – An eligible youth who is a school drop-out; or an eligible youth who has received a secondary school diploma or its equivalent but is basic skills deficient, unemployed, or underemployed.
70. **Outreach** - Developing and maintaining a public awareness of the WIA Youth Services, goals, opportunities, eligibility criteria, etc.; developing and maintaining a network of linkages with other agencies for referral of applicants and service delivery; contacting groups which represent potentially eligible participants; and contacting groups of employers who may hire WIA participants.
71. **Participant** - An individual who is determined eligible to participate in the program and receives a service funded by the program in a physical location
72. **Physical Location** - A physical location means a designated One-Stop career center, an affiliated One-Stop partner site, including a technologically linked access point, where services and activities funded by the program are available, or other specialized centers and sites designed to address special customer need, such as company work sites for dislocated workers.
73. **Planned Gap in Service** – No participant activity of greater than 90 days due to a delay before the beginning of training or a health/medical condition that prevents an individual from participating in services.
74. **Post-Secondary Education** – A program at an accredited degree-granting institution that leads to an academic degree (i.e. AA, BA, BS). Does not include programs offered by degree-granting institutions that do not lead to an academic degree.
75. **Post-Test** - A test administered to a participant at regular intervals during the program to measure progress in one or more of the following areas: basic skills, work readiness skills, and occupational skill.
76. **Pre-Test** - A test administered to a participant to determine need in one or more of the following areas: basic skills, work readiness, and occupational skills.

77. **Program Exit** – determined as follows:
 - a participant who has a date of case closure, completion or known exit from WIA funded or non-WIA funded partner service within the quarter; or
 - a participant who does not receive any WIA Title I funded or partner services for 90 consecutive calendar days and is not scheduled for future services except follow-up services
78. **Qualified Apprenticeship** – A program approved and recorded by the ETA/Bureau of Apprenticeship and Training (BAT) or by a recognized state apprenticeship agency (i.e. State Apprenticeship Council). Approval is by certified registration or other appropriate written credential.
79. **Referral** – Identifying and acting on the need for alternative and/or ancillary services for eligible or ineligible youth.
80. **Remain in /Return to School** – Participant remains in or return to secondary school.
81. **Skill Attainment** – Measurable increase or proficiency in basic education, occupational and work readiness skills and the capacity to use these skills. *Basic education skills* include reading comprehension, math computation, writing, speaking, language (ESOL), listening, problem solving and reasoning. *Occupational skills* include training that provides, in a classroom or work place setting, skills encompassing the proficiency to perform actual tasks and technical functions required by certain occupational fields. *Work readiness skills* include work awareness and positive work attitudes and habits, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision-making, and job search techniques.
82. **Summer Employment Opportunities** – Summer employment that is directly linked to academic, work readiness and occupational learning.
83. **Support Services** - Financial or non-financial assistance provided to individuals participating in WIA Youth programs for personal needs and to enable the participant to continue training, retrain or obtain employment. Support services may include, but are not limited to, transportation, childcare, special services and materials for disabled individuals, etc.
84. **System Application** – Section of VOS used to determine and verify WIA eligibility for all customers between the ages of 14 and 21. All youth, ages 14-21 must complete this application to receive WIA youth services
85. **Tutoring/Study Skills** – Improvement of basic and study skills with an agency or individual that will increase academic scores and tests to achieve WIA performance.
86. **Underemployed** - An individual is one who is (1) working part time, but desires full-time work; OR (2) who is working in employment not commensurate with the individual’s demonstrated level of educational attainment; (3) working full time, but whose current annualized wage rate (for a family of one), or whose family’s current annualized income, is not in excess of (a) the poverty level, or (b) 70% of the Lower Living Standard Income Level (LLSIL).
87. **Unsubsidized Employment** – Employment not financed from funds provided under the grant. In the grant program the term “adequate” or “suitable” employment is also used to mean placement in unsubsidized employment which pays an income adequate to accommodate the participant’s minimum economic needs.
88. **Virtual One-Stop (VOS)** - Services designed to facilitate the uniform compilation and analysis of programmatic and financial data necessary for reporting, monitoring, and evaluating purposes.
89. **Vocational Assessment** - Is the method of determining present vocational skill levels, interests, aptitudes, and values and the ability to benefit from WIA Youth services; for early identification of barriers to education and employment and to assist in establishing program goals.
90. **Vocational Counseling** - A process of supportive intervention and guidance which assists participants in dealing with such issues as employment, education/occupational training and career paths. In addition,

vocational counseling addresses and attempts to empower individuals in making career decisions and in removing barriers which prevent the attainment of employment and/or education through the provision of referrals to support services when appropriate. Vocational counseling is not behavioral health counseling.

91. **WIA Registration** – Active participation in first activity with appropriate documentation completed and entered into VOS.
92. **Work Experience** – a learning opportunity (paid or unpaid) that is in a public, private, for profit or non-profit workplace environment and structured to ensure participant receives work skills that encompasses ISS goals and ensures participant is exposed to the work culture. Career exploration and high demand Industry clusters are desirable.
93. **Workforce Investment Act (WIA) of 1998** – Federal legislation designed to coordinate and streamline all components of the nation’s workforce development system, including employment, job training, education and vocational rehabilitation services for youth, adults and dislocated workers
94. **Workforce Development** – The process of providing the appropriate support, education, training, or related assistance to prepare an individual or population to determine and achieve career goals, and to aid employers in maintaining and growing their business.
95. **Work Readiness Skills Goal** - A measurable increase in work readiness skills including world-of-work awareness, labor market knowledge, occupational information, values clarification and personal understanding, career planning and decision making, and job search techniques (resumes, interviews, application, and follow-up letters). They also encompass survival/ daily living skills such as using the phone, telling time, shopping, renting an apartment, opening a bank account, and using public transportation. They also include positive work habits, attitudes, and behaviors such as punctuality, regular attendance, presenting a neat appearance, getting along and working well with others, exhibiting good conduct, following instructions and completing tasks, accepting constructive criticism from supervisors and co-workers, showing initiative and reliability, and assuming the responsibilities involved in maintaining a job. This category also entails developing motivation and adaptability, obtaining effective coping and problem-solving skills, and acquiring an improved self image.
96. **Youth Activity** – An activity described in section 129 that is carried out for eligible youth (or as described in section 129(c) (5)) of WIA.
97. **Youth Council** – A council established under section 117(h) of WIA.

Arizona Call-A-Teen Youth Resources

Amendment #2

Exhibit B – 2

Amendment # 2 Effective: February 17, 2009 through June 30, 2011

1.0 INTENT

The purpose of this Workforce Investment Act of 1998 (WIA) is to "provide workforce investment activities through statewide and local workforce investment systems, that increase the employment, retention, and earnings of participants, and increase occupational skill attainment by participants, and, as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation."

The American Recovery and Reinvestment Act of 2009 (ARRA) was signed into law by President Obama on February 17, 2009. This Act provides \$3.1185 billion in stimulus formula funds to the states to supplement Workforce Investment Act (WIA) programs. Maricopa County will receive funds to enhance the Maricopa Workforce Connections (MWC) activities.

The youth activities under the ARRA-WIA funds include Summer Youth Employment and Occupational Training. The age range for ARRA-WIA youth activities has been changed. The age range is 14-24 years old and WIA eligible.

The purpose of youth workforce investment activities are intended to provide youth development services for economically disadvantaged youth, who may face barriers to staying in school, completing high school or finding stable employment. Veterans and their eligible spouse will be given priority.

Arizona Call-A-Teen Youth Resources will provide a program that has a full range of services such as:

- Opportunities for eligible youth in activities related to leadership, development, decision-making, citizenship, and community service;
- Involvement of employers and links to local labor markets with emphasize on high-demand, high-growth occupations in Maricopa County;
- Ensure on-going mentoring opportunities for eligible youth with adults committed to providing such opportunities;
- Opportunities for training to eligible youth;
- Youth services such as internships and work experiences in high-demand, high-growth occupations;
- Continued supportive services for eligible youth; and Incentives for recognition and achievement to eligible youth

The category of services for the WIA youth program are: In-School & Out-of-School Youth in the West Valley

1.1 Summer Youth Employment (In-School & Out of School)

- 1.1.1 *In-School Youth* – to provide Workforce Investment Act (WIA) services to secondary school youth, ages 14-24, enrolled in a middle, junior high, or senior high school; or is between terms and intends to return to secondary school. A maximum of 70% of the participants must be in school, under this amendment.
- 1.1.2 *Out-of-School Youth* – to provide Workforce Investment Act (WIA) services to an eligible youth, ages 16 to 24, who is a school dropout; or an eligible youth who has received a secondary school diploma or its equivalent but is basic

skills deficient, unemployed, or underemployed. The minimum of 30% of the participants must be in school, under this amendment.

1.1.3 Category of Service

Arizona Call-A-Teen Youth Resources, Inc. (ACYR) will contract for Summer Youth Employment and Occupational Skills Training. The Summer Employment time frame is May 1st and will end September 30th. ACYR will provide Summer Youth Employment opportunities to 250 youth and Occupational Skills Training to 100 youth. The Occupational Skills Training program is a year round program. The time frame for the ARRA-WIA amendment is February 17, 2009 and will expire June 30, 2011. MCHSD must ensure that The ARRA funds are spent expeditiously, effectively, and concurrently with annually appropriated WIA formula funds. It is intended that the ARRA funds be spent, in large measure, prior to June 30, 2010. All ARRA funds must be expended by June 30, 2011.

1.2 BACKGROUND INFORMATION

1.2.1 The purpose of this Amendment is to provide American Recovery Reinvestment Act of 2009 (ARRA) funding for youth employment/training for youth ages 14-24. ACYR currently provides Workforce Investment Act (WIA) activities, through statewide and local investment systems, that increase the employment, retention and earnings of participants and increase occupational skill attainment by participants, and as a result, improve the quality of the workforce, reduce welfare dependency, and enhance the productivity and competitiveness of the Nation.

The ARRA-WIA Amendment will provide ACYR with ARRA funds to serve WIA eligible In School and Out of School Youth ages 14-24 with Summer Youth Employment Program and to provide Occupational Training Program opportunities for Out of School youth ages 16-24.

This Amendment shall be governed by the Workforce Investment Act of 1998 (as amended), Training and Employment Guidance Letters (TEGL) 13-08 and 14-08 and any subsequent amendments to those documents by the US Department of Labor. In addition, Training and Employment Notice (TEN) 30-08, and any subsequent amendments to that document by the US Department of Labor, shall provide guidance on the use of the ARRA funding, the intent of the funds, and the requirements relating to reporting and outcomes for the use of the funds. In addition, any future TEGL or TEN documents relating to the ARRA funding specifically which require additional reporting requirements, funding availability period changes, expenditure timeline requirements, or program changes (including eligibility requirements, policies, procedures, and eligible services) are deemed as a requirement for the Contractor under this agreement to adhere to.

1.2.2 Youth must be identified as low-income as defined by Public Law and:

1.2.2.1 Between the ages of 14 through 24 meaning they have reached their 14 birthday, but have not attained their 25th birthday at the time of

registration; all other eligibility requirements from EXHIBIT-B Section 1.2.2 remain effect.

2.0 SCOPE OF WORK

The goal of Maricopa County's Workforce Investment Board (MWC) and Maricopa County Human Services Department (MCHSD) is to provide a comprehensive workforce development system under which Maricopa County residents can access appropriate job training and educational opportunities. The ARRA-WIA funds are intended to preserve and create jobs, promote the nation's economic recovery and assist those most impacted by the recession.

The workforce system will play a vital role in America's economic recovery by assisting workers who are facing extraordinary challenges. Funding will support One-Stop Career Centers increase target services for employment and training services opportunities for job seekers and youth. This will help to meet the needs of employers that require a skilled workforce and the needs of job seekers that require higher paying jobs that will lift them out of poverty.

Providing youth with Summer Work Experience will help to stimulate the local economy because Maricopa County youth will be provided with paid work experience. Participants will be provided with work readiness training to help prepare youth for the work environment.

As part of the ARRA-WIA workforce development system, MCHSD will fund Summer Youth Work Program and Occupational Skill training for youth 14-24 years old. ARRA-WIA Youth programs should operate under the following guiding principles:

2.0.1 Summer Youth Services: Services are designed to recruit and register youth for the Summer Youth Work Experience Program. Youth will be provided with leadership development opportunities, which include community services and peer centered activities encouraging responsibility and other positive social behavior (e.g. exposure to post-secondary education opportunities, community/service learning projects teamwork/team leadership, decision-making, and life skills). Youth will be provided with supportive services (which may include assistance with transportation, child care, dependent care, housing, referrals to medical services, appropriate work attire, and related tools). Youth will also be provided with paid and unpaid work experience, including internships and job shadowing.

2.0.1.1 Summer Work Experience time frame is May 1st to September 30th. Services will be implemented using the following:

2.0.1.2 Contractor will develop partnerships with local community based non-profit agencies, schools districts and cities/towns, and businesses to develop work sites where youth will be provided with meaningful work experience and learn skills that will help youth obtain future employment.

- 2.0.1.3 Contractor will provide training to work sites supervisors and outline the work experience activities and expectations.
- 2.0.1.4 Contractor will recruit and enroll WIA eligible in school and out of school youth ages 14-24 that reside in Maricopa County.
- 2.0.1.5 Contractor will use age-appropriate strategies when providing the Summer Youth Employment Program. This training will include: attendance, punctuality, appropriate appearance, attitudes and behaviors, interpersonal relations, and task completion. Additional training will include interviewing techniques and resume development that will prepare them for employment.
- 2.0.1.6 Youth participating in the Occupational Training Program may be referred, if necessary, to the Maricopa County One Stop Career Centers for occupational training assessments.
- 2.0.1.7 Contractor will ensure the ratio of youth to case manager is no more than 50/1 for the Summer Youth Employment Program.
- 2.0.1.8 Contractor will provide mentoring opportunities to youth through the Worksite Supervisors. The Worksite Supervisor will mentor the youth and reinforce work maturity skills to ensure youth are prepared for the workforce.
- 2.0.1.9 Youth enrolled in the Summer Youth program will be paid by the Contractor. Youth will be paid on the same pay schedule as regular Contractor employees.
- 2.0.1.10 The changes to Methodology apply to this amendment only, the Methodology of original contract and previous amendments remain in effect.
- 2.0.1.11 Contractor will ensure that no youth will participate in a work experience at any of the following facilities: aquarium, zoo, casino or gambling establishment, golf course, or swimming pool.
- 2.0.1.12 All federal and local child labor laws will be in effect for this contract

2.0.2 Occupational Skills Training: Services are designed to recruit and register youth that are interested in a specific occupation related to the local labor market demand and/or obtaining a credential in a field of study (certificate, degree or diploma) and/or related full-time employment. Youth will be provided with leadership development opportunities, which include community services and peer centered activities encouraging responsibility and other positive social behavior (e.g. exposure to post-secondary education

opportunities, community/service learning projects, teamwork/team leadership, decision-making, and life skills). Paid and unpaid work experience, including internships and job shadowing. Youth will be provided with supportive services (which may include assistance with transportation, child care, dependent care, housing, referrals to medical services, appropriate work attire, and related tools).

2.0.2.1 Occupational Skills Training Program is a year round activity. Services will be implemented using guidelines established in the original contract and referenced in EXHIBIT B Section 2.4.8.

2.0.2.1.1 Tutoring, study skills training and instructions leading to secondary completion including drop-out prevention strategies.

2.0.2.1.2 Alternative employment opportunities that are already directly linked to academic and occupational learning.

2.0.2.1.3 Occupational skill training as appropriate (if not utilizing providers listed on the States' Eligible Training Providers List (ETPL-arizonaheat)

2.0.2.1.4 Adult mentoring for the period of participation and for subsequent period for a total of not less than 12 months

2.0.2.1.5 Comprehensive guidance and counseling, which may include drug and alcohol abuse counseling and referral, as appropriate.

2.0.2.1.6 Follow-up services for not less than 12 month after the completion of participation, as appropriate.

2.1 TECHNICAL REQUIREMENTS

2.2 ACYR will provide a Summer Youth Work Experience Program and Occupational Skills Training in the West Valley as referenced in EXHIBIT B Section 2.2.

2.3 Collaboration

Contractor will coordinate and/or participate in collaborative efforts and partnerships that are designed to enhance opportunities and supports for youth enrolled in program activities.

The following partnerships have been established and may provide in-kind contributions (as applicable) to the program: PSA Art Awakenings, City of Glendale, Apollo High School, Governor's Office for Children, Youth and Families, Valley of the Sun Habitat for Humanity, and Maricopa County Juvenile Probation Department, Valley of the Sun United Way, and the YMCA Technology Resource Committee.

2.4 Program Elements

2.4.1 ACYR will provide services using the following:

2.4.1.1 Eligibility – Application

- 2.4.1.1.1 Ages 14-24
- 2.4.1.1.2 In School and Out of School Youth
- 2.4.1.1.3 Contractor will recruit youth for the Summer Youth Employment Program with the assistance of Maricopa County Workforce Development Division. In addition, the Contractor will use other community collaborations to recruit youth including local school districts, juvenile probation, foster care agencies, Maricopa County Career Centers, and other community youth programs.
- 2.4.1.1.4 Contractor will determine and complete Workforce Investment Act (WIA) eligibility based on initial program application and support documentation. Contractor will request the assistance of Maricopa County Workforce Development staff, if necessary, and submit eligibility information to Department staff for verification prior to enrollment of any youth.
- 2.4.1.1.5 As a part of the eligibility process, youth may be tested for reading skills, to ascertain their level of completion of the work readiness class and placement in appropriate work site.
- 2.4.1.1.6 Youth that participate in the ARRA Funding including Summer Youth Employment Program will be tracked separately from youth that participate in the regular Arizona Call A Teen Youth Resources, Inc. WIA Program and ensure that all eligibility documentation is kept in file.
- 2.4.1.2 Objective Assessment
 - 2.4.1.2.1 Pre-Assessment
 - 2.4.1.2.2 Individual Service Strategy (ISS) development
 - 2.4.1.2.3 Arizona's Skill Assessment System will be the model for pre and post assessment tools.
 - 2.4.1.2.4 Contractor will conduct the presumptive need for those youth enrolled into the Summer Work Experience.
 - 2.4.1.2.5 An abbreviated ISS will be developed by the youth and case manager for the Summer Youth Employment Program.
 - 2.4.1.2.6 For youth identified for occupational training, a presumptive need, and TABE assessment will be determined and conducted by the youth case manager. An extensive assessment will be offered by County One Stop

Assessment personnel to identify appropriate skills and aptitudes related to occupational training, if needed.

- 2.4.1.2.7 For youth identified for Occupational Training, the ISS will be developed as stipulated in the original contract. The youth case manager will utilize the JT036-3 as the pre-assessment tool, as identified in the Arizona's Skill Assessment System.

2.4.1.3 Enrollment

2.4.1.4 Work Readiness Classes

- 2.4.1.5 For youth enrolled in the Summer Youth Employment Program, the first week will be designed for work readiness skills that address: attendance, punctuality, appropriate appearance, attitudes and behaviors, interpersonal relations and task completion. Additional training will include interviewing techniques and resume development relating to employment needs.

- 2.4.1.6 Work readiness classes will be taught with academic appropriate material determined by the Contractor. Upon completion of work readiness skills, youth will be placed into worksites for the summer employment. Work readiness classes will be taught within age appropriate locations and/or material determined by ages 14-17 years of age; and ages 18-24 years of age.

- 2.4.1.7 For youth enrolled into Occupational Training:

- 2.4.1.7.1 Upon completion, or as a part of work readiness program, youth will be referred to and assessed by County One Stop Assessment personnel to identify appropriate skills and aptitudes related to occupational training, if necessary. Assessment results will be provided to the case manager prior to youth being placed into occupational training and development of an ISS. Upon completion of work readiness skills assessment, and ISS development Youth enrolled in training may be placed in a work site opportunity that compliments their goals.

- 2.4.1.7.2 Youth may attend occupational or advanced training at a community college or proprietary school approved by the State of Arizona.

2.4.1.4 Support Services

- 2.4.1.4.1 Stipends/Incentives
- 2.4.1.4.2 Transportation
- 2.4.1.4.3 Community Referrals

2.4.1.4.4 Food and Nutrition

2.4.1.4.5 All 350 youth served through ARRA will receive supportive services as in the original contract.

2.4.1.5 Program Completion

2.4.1.5.1 Post-Assessment

2.4.1.5.2 ISS Revision

2.4.1.5.3 Post-Assessments:

2.4.1.5.4 Arizona's Skill Assessment System will be the model for pre and post assessment tools.

2.4.1.5.5 Work Readiness post assessments will be conducted to determine successful completion of the Summer Youth Employment Program. A standardized post-assessment format that has been field-tested will be administered to completion of skills 1-6 in the work readiness classroom; and 7-12 at the work experience site.

2.4.1.5.6 Program Completion for youth enrolled in the Summer Youth Employment Program is measured only by successful completion of work experience.

2.4.1.5.7 Occupational post assessments will be conducted utilizing the Arizona Skill Assessment System tools JT0336-3.

2.4.1.6 ISS Revision (applies only to Occupational training participants)

2.4.1.6.1 Contractor and youth will collectively revise the Individual Service Strategy upon completing the post-assessment to determine employment and post-secondary education goals.

2.4.1.6.2 Upon revisions to ISS and continued enrollment past summer employment, these youth will be measured by WIA performance.

2.4.1.7 Follow-up Services

2.4.1.7.1 Post-Secondary/Advanced Training

2.4.1.7.2 Employment

2.4.1.7.3 Follow - Up Services will not be administered by Contractor for the youth enrolled into the Summer Youth Employment Program only.

2.4.1.7.4 Follow - Up Services for youth enrolled into Occupational Training will be conducted as in the original contract.

2.4.1.8 Data Entry

2.4.1.8.1 Within 48 hours of contact with the participant, the Contractor will ensure accurate input of applicant and participant data into the Statewide Reporting System and will maintain both electronic and hard-copy records of all registered youth. A monthly review of hard-copy files will also occur to ensure uniformity between electronic and hard-copy files. The Contractor will ensure VOS accuracy on a regular basis and report any errors to the MCHSD Quality Assurance Specialist for verification.

2.4.1.8.2 In conjunction with the use of the Statewide Reporting System for reporting and data entry, the Contractor will utilize an internal tracking system to integrate functions such as intake, needs assessment, eligibility determination and referrals, service delivery, information exchange, outcome, and policy management into a single system. This will be utilized in conjunction with the Statewide Reporting System to increase efficiency of case management and to track individual and aggregate outcomes for program youth.

2.4.1.9 Reporting & Evaluation

2.4.1.9.1 Contractor will be responsible for tracking Summer Youth Employment Program participants separately from youth enrolled in the Occupational Training Program, utilizing data as designed and dispersed by Maricopa County and forthcoming guidance from the State of Arizona.

2.4.1.9.2 Youth enrolled in Occupational Skill Training program must be provided with training opportunities that will enhance their skill levels, which will help to ensure employment success. Youth served with ARRA funds beyond September 30, will be tracked through regular WIA reporting venues.

2.4.1.9.3 Program Monitoring for ARRA will be conducted monthly at a minimum, unless otherwise required by pending guidance from the DOL/State of Arizona. MCHSD Quality Assurance Specialists reserves the right to conduct no-notice compliance review, if and when deemed appropriate.

2.4.1.10 Performance Requirements

2.4.1.10.1 The only required performance measure for the summer work experience is the attainment of a work readiness certificate.

2.4.1.10.2 For Occupational Training Program, all WIA performance measures will apply.

IN WITNESS WHEREOF, this Amendment #2 is executed on the date set forth below:

CONTRACTOR

MARICOPA COUNTY

Ramela Smith
Name

James F. Higgins
Name

5/2/09
Date

6/5/09
Date

**Arizona Call A Teen Youth Resources
Amendment #3
Exhibit B-3**

Amendment #3 Effective: March 10, 2011 through June 30, 2013

The following Federal Provisions to be added to existing Contract Agreement
In accordance with 29 CFR Parts 95 Appendix A

- **Equal Employment Opportunity**

The Contractor shall is required to comply with E.O. 11246, Equal Employment Opportunity, as amended by E.O. 11375, Amending Executive Order 11246 Relating to Equal Employment Opportunity, and as supplemented by regulations at 41 CFR part 60, Office of Federal Contract Compliance Programs, Equal Employment Opportunity, Department of Labor.

Read more: <http://cfr.vlex.com/vid/appendix-part-95-contract-provisions-19680476#ixzz1EFYnGyrk>

The Contractor in connection with any service or other activity under the Agreement shall adhere to Federal and State Equal Employer Opportunity (EEO) laws and procedures. Contractor shall comply with Title VI of the Civil Rights Act of 1964, which prohibits the denial of benefits of, or participation in, contract services on the basis of race, color, or national origin. Contractor shall comply with the requirements of Section 504 of the Rehabilitation Act of 1973, as amended, which prohibits discrimination on the basis of disability, and with Title II of the Americans with Disabilities Act, and the Arizona Disability Act, which prohibits discrimination on the basis of physical or mental disabilities in the provisions of activities. Contractor is required to contact Maricopa Workforce Connections and notify the Director of the Civil Rights Center, United States Department of Labor of any administrative enforcement and/or lawsuits that are filed, alleging discrimination on the ground of race, color, religion, sex, national origin, age, disability, political affiliation or belief, and for beneficiaries only, citizenship or participation in a WIA Title I – financially assisted program or activity. This notification must include: (1) The name of the parties to the action or lawsuit; (2) The forum in which each case was filed; and (3) The relevant case numbers.

- **Copeland Anti-Kickback Act**

Contractor shall comply with the Copeland "Anti-Kickback" Act (18 U.S.C.874) as supplemented in the Department of Labor regulations (29 CFR part 3). In as such this regulation applies to all contracts and sub grants for construction or repair.

- **Davis Bacon Act**

Contractor shall comply with the Davis-Bacon Act (40 U.S.C. 276a to 276a-7) as supplemented by Department of Labor regulations (29 CFR Part 5) when required by Federal grant program legislation.

- **Clean Air Act**

Contractor shall comply with all applicable standards, orders, or requirements issued under section 306 of the Clean Air Act (42 U.S.C. 1857(h), section 508 of the Clean Water Act (33 U.S.C. 1368) Executive Order 11738, and Environmental Protection Agency regulations (40 CFR part 15).

- **Byrd Anti-Lobbying Amendment**

The Contractor shall certify, to the best of their knowledge and belief, that:

No Federal appropriated funds have been paid or will be paid, by or on behalf of the Contractor, to any person for influencing or attempting to influence an officer or employee of any agency. This applies to a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant. Including the

making of any Federal, loan the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

If any funds other than Federal appropriated funds, have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

The Contractor shall include Lobbying Certification language in the award documents for all subcontractors (including sub-grants, and contract under grants, loans, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction is made or entered into. Submission of this certification is prerequisite for making or entering into this transaction imposed by section 1352, Title 31, U.S. Code. Any successful proposer(s) who fail to file the required certification shall be subject to a civil penalty of not less than \$10,000.00 and not more than \$100,000.00 for each such failure.

- **Debarment & Suspension**

The County may, by written notice to the Contractor, immediately terminate this Contract if the County determines that the Contractor has been debarred, suspended or otherwise lawfully prohibited from participating in any public procurement activity, including but not limited to, being disapproved as a subcontractor of any public procurement unit or other governmental body. If the Contractor becomes suspended or debarred, the Contractor shall immediately notify the County. Contractors must not make any award or permit any award (subrecipient or vendor) at any tier to any party which is debarred or suspended or is otherwise excluded from or ineligible for participation in Federal assistance programs under Executive Order 12549.

The Contractor certifies to the best of its knowledge and belief, that it and its sub-recipients:

- (a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded by any Federal department or agency;
- (b) Have not within a three-year period preceding this proposal been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- (c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State or local) with commission of any of the offenses enumerated in paragraph (b) of this certification; and
- (d) Have not within a three-year period preceding this application/proposal had one or more public transactions (Federal, State or local) terminated for cause or default.

(E.O.'s 12549 and 12689)No contract shall be made to parties listed on the General Services Administration's List of Parties Excluded from Federal Procurement or Non-procurement Programs in accordance with E.O.'s 12549 and 12689, Debarment and Suspension. This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding its exclusion status and that of its principal employees.

Read more: <http://cfr.vlex.com/vid/appendix-part-95-contract-provisions-19680476#ixzz1FwcMcexU>

In accordance with 29 CFR 97.21 - Payment

This section prescribes the basic standard and the methods under which the County shall make payments to Contractor and how Contractor shall reimburse subcontractors.

Basic standard. Methods and procedures for payment shall minimize the time elapsing between the transfer of funds and disbursement by the County to Contractor and Contractor to Subcontractor, in accordance with Treasury regulations at 31 CFR part 205.

Reimbursement. Reimbursement shall be the preferred method.

Effect of program income, refunds, and audit recoveries on payment.

- (1) Contractor shall disburse repayments to and interest earned on a revolving fund before requesting payments for the same activity.
- (2) Contractor shall disburse program income, rebates, refunds, contract settlements, audit recoveries and interest earned on such funds before requesting additional payments.

Withholding payments.

- (1) Unless otherwise required by Federal statute, the County shall not withhold payments for proper charges incurred by Contractor unless—
 - (i) The Contractor has failed to comply with grant award conditions or
 - (ii) The Contractor is indebted to the United States.
- (2) Cash withheld for failure to comply with grant award condition, but without suspension of the grant, shall be released to the grantee upon subsequent compliance. When a grant is suspended, payment adjustments will be made in accordance with §97.43(c).
- (3) The County shall not receive payments for amounts that are withheld from Contractors for payment. Payments shall be made to the County when the Contractor is actually reimbursed for satisfactory completion of work.

Cash depositories.

- (1) Consistent with the national goal of expanding the opportunities for minority business enterprises, the County and Contractor are encouraged to use minority banks (a bank which is owned at least 50 percent by minority group members). A list of minority owned banks can be obtained from the Minority Business Development Agency, Department of Commerce, Washington, DC 20230.
- (2) The Contractor shall maintain a separate bank account only when required by Federal-State agreement.
 - (i) *Interest earned on advances.* Except for interest earned on advances of funds exempt under the Intergovernmental Cooperation Act (31 U.S.C. 6501 et seq.) and the Indian Self-Determination Act (23 U.S.C. 450), Contractor shall promptly, but at least quarterly, remit interest earned on advances to the County. The Contractor may keep interest amounts up to \$100 per year for administrative expenses.

Read More:

<http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&sid=cc9d1205fe202738c320acd030f14946&rgn=div8&view=txt&node=29:1.1.1.1.41.3.71.2&idno=29>

In accordance with 29 CFR 97.34 - Copyrights

The County reserves a royalty-free, nonexclusive, and irrevocable license to reproduce, publish or otherwise use, and to authorize others to use, for Federal Government purposes:

- (a) The copyright in any work developed under the Agreement; and
- (b) Any rights of copyright to which a contractor purchases ownership with the Agreement support.

Read More:

<http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&sid=23a33ea2db65c7bc2002858125f285c2&rgn=div8&view=txt&node=29:1.1.1.1.41.3.72.12&idno=29>

In Accordance with 29 CFR 97.36 Procurement

The Contractor shall follow Procurement Standards. Contractor shall use procurement procedures which reflect applicable State and local laws and regulations, provided that the procurements conform to applicable Federal law and the standards identified in this section.

Contractor shall maintain a contract administration system which ensures that contractors perform in accordance with the terms, conditions, and specifications of the contract.

Contractor shall maintain a written code of standards of conduct governing the performance of their employees engaged in the award and administration of contracts. No employee, officer or agent of the Contractor shall participate in selection, or in the award or administration of a contract supported by Federal funds if a conflict of interest, real or apparent, would be involved. Such a conflict would arise when:

- (i) The employee, officer or agent,
- (ii) Any member of his immediate family,
- (iii) His or her partner, or
- (iv) An organization which employs, or is about to employ, any of the above, has a financial or other interest in the firm selected for award. The Contractor's officers, employees or agents will neither solicit nor accept gratuities, favors or anything of monetary value from contractors, potential contractors, or parties to subagreements. Contractor may set minimum rules where the financial interest is not substantial or the gift is an unsolicited item of nominal intrinsic value. To the extent permitted by State or local law or regulations, such standards or conduct will provide for penalties, sanctions, or other disciplinary actions for violations of such standards by the Contractor's and Contractor's officers, employees, or agents. The awarding agency may in regulation provide additional prohibitions relative to real, apparent, or potential conflicts of interest.

Competitive Bid Process

Equipment

The Contractor shall obtain all equipment to be utilized under this Agreement, and purchased with funds provided under this Agreement, at the lowest practical cost pursuant to the following competitive bidding system:

Procurements in excess of \$300 but less than \$1,000 require oral price quotations from two or more vendors. The Contractor shall keep and maintain a record of the vendors' verbal quotations. The Contractor's award shall be made to the lowest bidder meeting specification requirements concerning price, conformity to specifications, and other purchasing factors.

Procurements exceeding an aggregate amount of \$1,000 must be approved by the Contract Administrator. At least three (3) bidders shall be solicited to submit written quotations. The Contractor shall solicit written quotations by issuing a Request for Quotation to at least three (3) vendors. The award shall be made to the lowest bidder that meets specification requirements concerning price, conformity to specifications, and other purchasing factors.

Supplies

The Contractor shall obtain all supplies to be utilized under this Agreement and purchased with funds provided under this Agreement at the lowest practical cost and pursuant to a system of written quotes whenever the price is expected to be greater than \$300, unless the Contractor obtains the Contract Administrator's prior written approval to purchase supplies by an alternate method.

Minority, Women and Small Business Enterprises

The Contractor shall take affirmative steps to provide an opportunity for minorities, women, and small businesses to compete in the procurement of equipment and supplies under this Agreement.

Funding source requirements relating to competitive bid procedures may supersede any or all subparts of this clause and will be specified in the Special Provisions Section of this Agreement.

Read More:

<http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&sid=23a33ea2db65c7bc2002858125f285e2&rgn=div8&view=text&node=29:1.1.1.1.41.3.72.14&idno=29>

In Accordance with 29 CFR 97.42 Retention and Access Requirements for Records

Contractor shall maintain all financial and programmatic records, supporting documents, statistical records, and other records which are required to be maintained by the terms of program regulations and the Agreement. All records reasonably considered as pertinent to program regulations and the Agreement.

Contractor shall retain all records pertaining to the Agreement for a period of six (6) years after the termination of the Agreement term. If any litigation, claim, negotiation, audit or other action involving the records is started before the expiration of the Agreement term, Contractor shall retain the records until completion of the action and resolution of all issues which arise from it or until the end of the regular 6-year period, whichever is later.

To avoid duplicate recordkeeping, the County may make special arrangements with Contractor to retain any records which are continuously needed for joint use. The County shall request transfer of records to its custody when it determines that the records possess long-term retention value. When the records are transferred to or maintained by the County, the 6-year retention requirement is not applicable to the successful proposer(s).

Starting date of retention period-General. When grant support is continued or renewed at annual or other intervals, the retention period for the records of each funding period starts on the day the Contractor submits to the County its single or last expenditure report for that period. However, if the Agreement is continued or renewed, the retention period for each year's records starts on the day the Contractor submits its expenditure report for the last program year. In all other cases, the retention period starts on the day the successful proposer(s) submits its final expenditure report. If an expenditure report has been waived, the retention period starts on the day the report would have been due.

Records for income transactions after agreement term. In some cases Contractor must report income after the Agreement term. Where there is such a requirement, the retention period for the records pertaining to the earning of the income starts from the end of the Agreement fiscal year in which the income is earned.

Indirect cost rate proposals, cost allocations plans, etc. This paragraph applies to the following types of documents, and their supporting records: indirect cost rate computations or proposals, cost allocation plans, and any similar accounting computations of the rate at which a particular group of costs is chargeable (such as computer usage chargeback rates or composite fringe benefit rates).

If submitted for negotiation. If the proposal, plan, or other computation is required to be submitted to the Federal County to form the basis for negotiation of the rate, then the 6-year retention period for its supporting records starts from the date of such submission.

If not submitted for negotiation. If the proposal, plan, or other computation is not required to be submitted to the County for negotiation purposes, then the 6-year retention period for the proposal plan, or computation and its supporting records starts from end of the fiscal year covered by the proposal, plan, or other computation.

Access to records-Records of Contractor. The County, Maricopa County Human Services Department and the Comptroller General of the United States, or any of their authorized representatives, shall have the right of access to any pertinent books, documents, papers, or other records of the Contractor and subcontractors which are pertinent to the Agreement, in order to make audits, examinations, excerpts, and transcripts.

Expiration of right of access. The rights of access in this section must not be limited to the required retention period but shall last as long as the records are retained.

Restrictions on public access. The Federal Freedom of Information Act (5 U.S.C. 552) does not apply to records. Unless required by Federal, State, or local law, successful proposer(s) and subcontractors are not required to permit public access to their records.

Read More:

<http://ecfr.gpoaccess.gov/cgi/t/text/textidx?c=ecfr&sid=23a33ea2db65c7bc2002858125f285e2&rgn=div8&view=text&node=29:1.1.1.1.41.3.73.18&idno=29>

In Accordance with 29 CFR 99.200 Audit Requirements

Single Audit Act Requirements

Successful proposer(s) in receipt of Federal funds are subject to Federal audit requirements according to P.L. 98-502 "The Single Audit Act". Successful proposer(s) shall comply with OMB A-133 by contracting for A-133, or program audits as applicable. Upon completion, such audits shall be made available for public inspection and submitted to the Maricopa County Human Services Department for review within thirty (30) days of completion. Successful proposer(s) shall take corrective actions within six (6) months of the date of receipt of the reports. The Department shall consider sanctions as described in Section 17 of OMB A-128 for non-compliance with the audit requirements. Subcontractors may be required to comply with the Federal audit requirements.

Debt Collection & Audit Resolution

As the Contractor to this agreement, you must comply with P.L. 105-220 Sections 128, 133, and 184; 20 CFR Part 652, Subpart D,E and G; 20 CFR Part 667 Subparts D – H; 29 CFR Parts 95, 96, 97, and 99; OMB Circular A-21. As the Contractor to this agreement, you must comply with OMB Circular A-87, OMB Circular A-122, and OMB Circular A-133. As the Contractor to this agreement, you are required to adhere to Federal Acquisition Regulation 97-03 Part 31; DES Policies 1-47-01 and 1-47-08; and Workforce Investment Act Guidance Letters #04-06, #09-06 and #18-06.

Among the required controls specified in Title 20 CFR Section 667.500(a) (2) is the process for collecting debts. Title 20 CFR 667.410(a) states it is the responsibility of the Contractor, sub-grantee, sub-recipient and/or service provider to conduct regular oversight and monitoring of its WIA activities to determine whether expenditures made against the cost categories and within the cost limitations specified in WIA laws and regulations. Title 20 CFR 667.705 states:

The successful proposer(s) is responsible for all funds under the Agreement, and any agreements with subcontracts. Maricopa County will hold all direct recipients (Contractors) liable for all expenditures of funds.

CONTRACT REMEDIES

Disputes

Except as may otherwise be provided for in this Agreement, any dispute not involving a question of law arising during contract performance, that is not resolved between the Parties within a reasonable time, i.e. 120 working days, shall be submitted in accordance with the Department's contract disputes process.

Disputes must be filed with the Contract Administrator administering the Agreement, if one has been appointed, or if not with the County Procurement Officer, within ten (10) working days from the date the Contractor knew or should have known the basis of the dispute. The Contract Administrator or County Procurement Officer, as applicable, shall respond in writing to the dispute within fourteen (14) working days. The decision of the Contract Administrator shall be final and conclusive unless within seven (7) working days from the date of receipt of such a copy, a written notice of appeal is filed with the Director of Materials Management.

A written decision of the Director of Materials Management will be issued within thirty (30) calendar days from the date the notice of appeal was filed. The Director's decision is the final decision concerning the dispute, excepting where applicable State or Federal law or regulation specifies otherwise.

Pending a final decision of a dispute hereunder, the Contractor shall proceed diligently with the performance of this Agreement in accordance with the Contract Administrator's decision.

corrective action plan or sanctions shall be at the discretion of the Department. Actions which may lead to the provisions of this section include (but are not limited to):

Failure to perform the required tasks and activities for which the funding are provided.

Failure to achieve the stated performance goals and objectives in section.

Failure to maintain appropriate fiscal and programmatic records in accordance with the terms of the Agreement.

Failure to submit the required fiscal and performance reports.

Default

The Director may recommend to the Board of Supervisors to suspend, terminate or modify the Agreement immediately upon written notice to Contractor in the event of nonperformance of stated objectives or other material breach of contractual obligations; or upon the occurrence of any event which would jeopardize the ability of the Contractor to perform any of its contractual obligations. The County reserves the right to have service provided by other than the Contractor if Contractor is unable or fails to provide required service with the specified time frame.

<http://ecfr.gpoaccess.gov/cgi/t/text/text-idx?c=ecfr&sid=52e6cf50b2a3bd9e06ab9cddcb6b9e34&rgn=div8&view=text&node=29:1.1.1.1.43.2.80.1&idno=29>

2

PATENT AND COPY RIGHTS

Copyrights

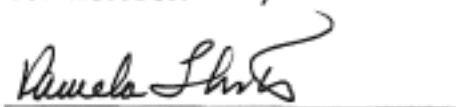
If the Agreement results in a book or other written material, the author is free to copyright the work, but Maricopa County reserves a royalty-free, nonexclusive, perpetual and irrevocable license to reproduce, publish, or otherwise use and to authorize other to use, all copyrighted material and all material which can be copyrighted resulting from the Agreement.

Patents

Any discovery or invention arising out of, or developed in the course of, work aided by this Agreement shall be promptly and fully reported to the Department for determination as to whether patent protection on such invention or discovery shall be sought and how the rights in the invention or discovery, including rights under any patent issued thereon, shall be disposed of and administered, in order to protect the public interest.

IN WITNESS WHERE OF, this Amendment #2 is executed on the date set forth below:

CONTRACTOR

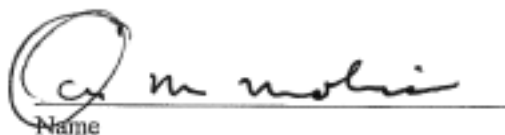


Name

3/10/11

Date

MARICOPA COUNTY



Name

3-21-11

Date

ARIZONA CALL-A-TEEN YOUTH RESOURCES, 649 N. 6TH AVENUE, PHOENIX, AZ 85003

PRICING SHEET: NIGP CODE 9186701

Terms:	NET 30
Vendor Number:	W000012137 X
Telephone Number:	602/252-6721
Fax Number:	602/252-2952
Contact Person:	Pamela Smith
E-mail Address:	pams@azcallateen.k12.az.us
Certificates of Insurance	Required
Contract Period:	To cover the period ending June 30, 2009 2013.